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EFFECTS OF THE MASTER PRINCIPAL PROGRAM ON PERCEIVED

PRINCIPAL LEADERSHIP EFFECTIVENESS IN ARKANSAS

by

Lewis B. Villines

Dissertation

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May 2017

EFFECTS OF THE MASTER PRINCIPAL PROGRAM ON PERCEIVED

PRINCIPAL LEADERSHIP EFFECTIVENESS IN ARKANSAS

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Lewis B. Villines

Dissertation

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ABSTRACT

by
Lewis Villines
Harding University
May 2017

Title: Effects of the Master Principal Program on Perceived Principal Leadership Effectiveness in Arkansas (Under the direction of Dr. Bruce Bryant)

The purpose of this dissertation was to examine the perceptions of stakeholders of principals who were participating in the Master Principal Institution to determine principals' leadership effectiveness in regard to the ISLLC 2008 Standards. This study surveyed stakeholders of principals who were participating in the Master Principal Institute. A quantitative, causal-comparative strategy was used in this study. Hypotheses 1-5 were tested by 2 x 2 factorial between-groups designs. The independent variables were level of school (Elementary or Secondary) and Master Principal Program phase (Phase I and II) for each of the hypotheses. The dependent variables for the hypotheses were the six ISLLC standards, respectively, as measured by the LEADS survey.

The study used stakeholders of principals enrolled in Phase I and Phase II of the Master Principal Program facilitated by the Arkansas Leadership Academy. LEADS surveys were administered to stakeholders in schools of principals that were enrolled in the Master Principal Program. The surveys were administered within 72 schools in Arkansas. The data collected were from surveys given during 2015-2016 school year.

A 2 x 2 factorial ANOVA was used to analyze the data collected for each of the six hypotheses. In all six hypotheses, no significant interaction effect existed. The main effect for Master Principal Phase was not found to be significant for any of the six hypotheses involving principals' leadership effectiveness. The main effect for School Level was found to be significant for Hypotheses 1 and 2. There was a noticeable difference in teachers' perceptions of their principals' leadership effectiveness in ISLLC Standards 3, 4, 5, and 6, but these differences were not statistically significant in this study. The results of this study coincide with research from similar studies showing that elementary teachers hold a higher perception of principal leadership effectiveness compared to secondary teachers.

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CHAPTER 1

INTRODUCTION

School principals play a pivotal role as they lead their schools to focus on student learning. Improving principal leadership is a top priority in major school reform agendas today (Wallace Foundation, 2013). According to O'Doherty and Ovando (2013), "principals are expected to be competent in several areas of educational administration and to perform a variety of functions" (p. 534). The effects of principal leadership within a school are evidenced through Heck and Hallinger's (2014) research which showed that increasing the strength of the leadership of a school through instructionally focused leadership could yield increased student performance. The Wallace Foundation (2013) has provided empirical evidence that showed principals' leadership effectiveness is tied to student performance. Thus, the need for principals to hone and develop their leadership has never been greater as they tackle the rigorous job duties and responsibilities of a principal, according to Davis and Darling-Hammond (2012). Principals must develop a broad repertoire of leadership skills to lead their schools effectively.

Credentialing and training programs have used mentoring to train aspiring principals as well as provide learning opportunities for experienced principals. Davis and Darling-Hammond (2012) found that principal credentialing programs that provided strong mentorship and field-based experiences as part of their training program produced principals that have greater leadership effectiveness. Davis, Leon, and Fultz (2013)

suggested that the knowledge gained through a credentialing program and the knowledge gained through on the job experiences helped develop principals' leadership effectiveness. Della Sala et al. (2013) found cross district mentoring programs to be effective in increasing principals' perceptions of their leadership effectiveness related to school improvement needs. The researchers further found that pairing mid-career principals with selected mentors from other districts yielded positive results in expanding their leadership capabilities. Sun (2011) proposed that principals should be provided proper support such as mentoring and professional development to advance their learning. Mentorships provide experiences in which principals can collaborate with their peers to solve real-world problems.

Uniform standards provide a guide for credentialing programs to train principals and for states to develop principal evaluation criteria. Sun (2011) established that most states have adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards, which were revised in 2008 to guide principal credentialing programs as well as help experienced principals to improve their leadership effectiveness. However, Sun suggested that many states have not fully aligned with the ISLLC 2008 standards in their training programs as well as their principal evaluation instruments. Reeves (2004) also found states that adopted the ISLLC standards did not necessarily evaluate principals based on the ISLLC standards. Reeves further proposed that principal evaluation systems should be created without ambiguity and provide specific feedback to principals promptly. The Wallace Foundation (2013) suggested that principals be provided job-embedded professional development tailored specifically to learning goals identified by evaluations and given support to reach those goals. Principal evaluations based on the

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ISLLC standards offer a means of providing objective feedback to principals to help develop their leadership skills.

There are six ISLLC standards that were originally developed, adopted, and implemented by representatives from different states in cooperation with the National Policy Board for Educational Administration (2016) in 1996. These standards were revised in 2008 by the National Policy Board for Educational Administration with support from the Wallace Foundation and published by The Council of Chief State School Officers (2008). In the fall of 2015, the ISLLC 2008 standards were changed to Professional Standards for Educational Leaders (National Policy Board for Administration, 2016). However, the use of the 2015 revisions will not be fully implemented until 2017. The Council of Chief State School Officers (2008) established that the ISLLC 2008 standards were "designed to serve as a broad set of national guidelines that states can use as a model for developing or updating their own standards" (p. 5). The standards are as follows:

- **Standard 1.** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- **Standard 2.** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- **Standard 3.** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- **Standard 4.** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- **Standard 5.** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- **Standard 6.** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (Council of Chief State School Officers, 2008, p. 18)

The ISLLC 2008 standards provided a uniform set of standards to train principals for the job tasks that they encounter as a principal.

Statement of the Problem

The purposes of this study were six-fold. First, the purpose of this study was to determine if differences existed between stakeholder perceptions of principals in Phase I, II, or III of the Master Principal Program by School Level in regard to leadership effectiveness to lead in ISLLC Standard 1. Second, the purpose of this study was to determine if differences existed between stakeholder perceptions of principals in Phase I, II, or III of the Master Principal Program by School Level in regard to leadership effectiveness to lead in ISLLC Standard 2. Third, the purpose of this study was to determine if differences existed between stakeholder perceptions of principals in Phase I, II, or III of the Master Principal Program by School Level in regard to leadership effectiveness to lead in ISLLC Standard 3. Fourth, the purpose of this study was to determine if differences existed between stakeholder perceptions of principals in Phase I,

II, or III of the Master Principal Program by School Level in regard to leadership effectiveness to lead in ISLLC Standard 4. Fifth, the purpose of this study was to determine if differences existed between stakeholder perceptions of principals in Phase I, II, or III of the Master Principal Program by School Level in regard to leadership effectiveness to lead in ISLLC Standard 5. Sixth, the purpose of this study was to determine if differences existed between stakeholder perceptions of principals in Phase I, II, or III of the Master Principal Program by School Level in regard to leadership effectiveness to lead in ISLLC Standard 6.

Background

Research supported the need for principals' leadership effectiveness to receive support and be developed. Researchers seemed to link student achievement with the leadership effectiveness of the school principal. The researcher sought to provide the reader with studies that analyzed the many ways principals' leadership effectiveness was evaluated through the lens of the ISLLC 2008 standards as it impacted student learning.

Effects of Principals' Leadership Effectiveness

Principals' leadership effectiveness impacts student learning in many ways. Sun (2011) found that principals had an indirect effect on student achievement as they had "the ability to motivate both teachers and students in the school, as well as develop positive work environments for teachers" (p. 4). The researcher also found that principals who had highly rated leadership effectiveness possessed a deep understanding of teaching and learning, provided feedback through direct and frequent interactions with teachers, and helped teachers grow professionally. Sun found that principals' leadership effectiveness was influenced by the implementation of state standards for principal

credentialing programs, principal training which followed the ISLLC 2008 standards, professional development opportunities for practicing principals, and principal evaluations that were connected to school improvement and the ISLLC 2008 standards. Sun further advocated for an alignment of these systems to provide the best support for impacting the development of school principals. The alignment of principal training programs, evaluation programs, and professional development to the ISLLC standards provide a means for principals to develop their leadership effectiveness to have a positive impact on student learning.

Effective principals display common traits that enhance student learning and school culture. The Wallace Foundation (2013) held that effective principals have 5 key practices that include "Shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people, data, and processes to foster school improvement" (p. 4). Principal leadership has shifted from being primarily a manager of the physical plant and resources to being a leader who determines what is most important to reach the goals for learning (Wallace Foundation, 2013). The Wallace Foundation (2013) proposed that an effective principal holds high expectations for learning by all students, thus closing the achievement gap between high-performing and lower performing students. Also, an effective leader can collaborate and work effectively with students, parents, and teachers. The Wallace Foundation also held that an effective leader encourages and develops leadership within the faculty, staff, and students of the school as well. Thus, the effective school principal provides a clear direction for faculty, staff, students, and community focused on student learning.

Effects of Using Data to Drive Decisions

Principals make decisions that impact many people and influence the learning environment by providing an instructional focus for the school. Marzano (2003) advocated that schools use data to make decisions. His research showed schools that use indirect measures of learning such as state assessments or nationally norm-referenced tests to evaluate student learning were not adequately assessing student performance. Marzano held that districts and schools should have a system in place to interpret and use data from assessments to affect student learning. Reardon's (2011) research substantiated these findings as it discovered principals who provided a strong focus on curriculum and student learning scored higher on leadership effectiveness surveys completed by their staffs. Moreover, student performance was higher in these principals' schools as well according to Reardon. Wilhelm (2013) advocated that principals should utilize a shared leadership structure with faculty to set student learning goals, analyze data, and advance student learning. He contended that the shared leadership structure provided the schema necessary to facilitate discussions focused on student learning. Using data helps principals guide and facilitate conversations within their buildings which are focused on student learning.

Analyzing data and understanding which data to present to faculty to make decisions is a valuable skill set for principals. Louis, Leithwood, Wahlstrom, and Anderson (2010) analyzed the leadership effectiveness of principals and the variables regarding the use of data to make decisions. The researchers found that simply using data did not produce significant effects on student learning. They also found that in some studies, tension existed between school leadership and the faculty as some form of data

drove all decisions. As a result, Louis et al. encouraged school districts and leaders to refine the volume of data analyzed by principals and leadership teams within a school. Based on their findings, the researchers advocated that principals and schools should seek to understand the norms, cultures, and beliefs of the population of students and families they serve to affect student learning best. Louis et al. contended that understanding data to affect student learning went beyond formative assessments and test scores. Therefore, a principal should develop and refine a broad set of leadership skills to enable them to understand data in the context of their school setting.

Effects of Training and Mentoring Programs

Successful principal mentoring programs are similar in their design and implementation. Davis and Darling-Hammond's (2012) research examined five different successful principal training programs and found three commonalities existed between these programs. The researchers found that each program placed instructional leadership as the core of its focus and trained principals to use research-based information to solve problems. The second commonality was that the programs selected potential leaders who had already demonstrated leadership qualities and traits in their schools before enrolling in the credentialing program. The third commonality was that the potential principals were placed with mentors who assisted the principal candidates with real-world problem solving during an internship. The students reported high satisfaction with these training programs as the programs have prepared the principal candidates for real-world problems and scenarios (Davis & Darling-Hammond, 2012). These training programs were also well received by school districts hiring the quality candidates produced as a result of the methods used. The researchers advocated that other programs model the training methods

employed by the schools in their study. Mentoring programs for principals can be duplicated to enhance the development of leadership skills.

Leadership skills development requires a variety of different experiences over time. Davis et al. (2013) analyzed how urban principals learned to lead. The researchers compared principals' perceptions of credentialing programs to on-the-job experiences to determine the role each of these experiences played in the development of principals' leadership. Davis et al. found that on-the-job experiences helped develop principals' ability to lead in tasks associated with teaching, learning, and establishing a clear vision for their school. They found that credentialing programs helped prepare the principals for issues dealing with diversity, but did not prepare the principals fully for the job tasks encountered when hired. School districts should align principal evaluations, job experiences, and professional development to enhance principals' leadership development (Davis et al., 2013). Connecting training, principal evaluations, and professional development provides a supportive environment for principals to develop leadership effectiveness.

Learning to reflect on decisions and collaborate with peers about alternative solutions is a way for principals to improve their leadership skills. The development of mentoring and job-embedded professional development is a viable solution for providing quality training for principals (Della Sala et al., 2013). Della Sala et al. (2013) examined the implementation of a cross-district principal mentoring program in which midcareer principals were paired with other principals to develop their leadership skills. The researchers found that this method expanded the availability of human resources to rural school districts in particular and opened a means for ongoing job-embedded professional

development. Della Sala et al. found the mentoring program for midcareer principals to be beneficial to developing the principals' leadership effectiveness. The Arkansas Leadership Academy (2015) administers the Master Principal Program, which provides job-embedded professional development to principals to increase their leadership effectiveness. Principals enrolled in Phase I, II, and III of the Master Principals Program receive professional development with on-the-job experiences to perform and bring back to discuss with their peers as a cohort of learners. The principals are also paired with an experienced principal who has already attended the Master Principals Program and is willing to serve as a learning coach. Bengston, Airola, Peer, and Davis (2012) suggested: "Master Principal candidates' reflection process becomes more holistic and intrapersonal in nature as they move through the various phases of the program" (p. 14). The reflective practice developed in the Master Principals Program by the participating principals is done within the context of guiding themes from the Master Principals Program connected to the ISLLC Standards. Collaboration and reflection are enhanced by on the job experiences to develop a principal's decision-making process which influences future decisions the principal will make.

Effects of Standards and Evaluation

The development of the ISLLC standards provided a tool for mentors in preparing prospective principals for the job duties of a building level principal. The ISLLC "standards were adopted by the National Policy Board for Educational Administration in 2008 and the Arkansas State Board of Education in 2009" (Arkansas Department of Education, 2015, p. 1). The ISLLC standards provided a guide for principal training programs to train principal candidates to develop their leadership effectiveness.

Following the ISLLC standards allowed educational institutions to prepare principals to take the School Leaders Licensure Assessment effectively. Passing this assessment demonstrated that a principal had the foundational knowledge to be qualified to receive initial licensure to become a building principal. Following the ISLLC 2008 standards to train and license principals insured that each principal had, at least, a uniform level of understanding by which to lead their building.

Principal evaluation was developed to include the ISLLC 2008 standards and accountability for student performance. Arkansas implemented the Leader Excellence and Development System (LEADS) in 2014 as a means of evaluating principals' job performance (Arkansas Department of Education, 2015). The LEADS system requires year-long beginning administrator induction training as well as a mentor for each beginning principal and places principals on specific tracks of improvement. The novice principal remains on the novice track for three years and receives support to increase leadership effectiveness. To advance to professional licensure and move from the novice track, a beginning principal must meet the expectations on the LEADS evaluation at a satisfactory level according to their supervisor. An optional survey, as a component of LEADS, may be administered by any principal to provide and gain feedback from stakeholders regarding the perceived leadership effectiveness of principals. The LEADS evaluation instrument provided a way for all principals in Arkansas to be evaluated by the same criteria.

Effects of School Level

School level is an effect that should be considered when evaluating principals. School Level refers to whether the school is classified as an elementary school, middle

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school, or high school. According to McEntire (2002), school configurations vary from K-3, K-4, K-5, K-6, K-8, K-9, or K-12. McEntire further stated that "others are organized as middle schools, junior high schools, and senior high schools; and still others consist of students in just one grade such as a kindergarten center or a ninth grade center" (p. 1). According to the Vermont Middle Grades Task Force (2009), there are many configurations for teaching middle-grade levels including K-6, K-8, 5-8, 6-8, 7-8, and 7-12. Bauer and Previts (2014) found that leaders in the middle grades should be suited to meet the needs of young adolescents. The researchers advocated that "principals need to know the developmental and academic needs of the population of students they serve in schools" (pp. 12-13). Understanding how students learn at different School Levels helps a principal guide his decisions to affect student learning.

Principals should seek to understand how their students learn best. Gedick and Bellibas (2015) researched the differences in secondary and elementary school leadership and found that the leadership and instructional needs differ for elementary and secondary schools. The researchers used the Comprehensive Assessment of Leadership for Learning to compare principals in five different states. They found that elementary personnel rated their principals highest on the domain connected to instructional leadership while secondary schools rated their principal highest on the domain connected to allocating resources. Gedick and Bellibas explained their findings as "the significant difference between elementary and secondary schools in terms of monitoring teaching and learning can be explained due to structural differences between two levels of schools" (p. 108). The researchers also noted that elementary teachers felt they had a better sense of focus

than did their secondary counterparts. Such findings substantiate the fact that leadership for elementary and secondary is different while carrying similar tendencies.

Hypotheses

The researcher generated the following null hypotheses:

1. No significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 1 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

2. No significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 2 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

3. No significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 3 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

4. No significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 4 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

5. No significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC

Standard 5 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

6. No significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 6 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

Description of Terms

Arkansas Leader Excellence and Development System (LEADS). The Arkansas State Legislature passed Act 222 of 2009 that established the formation of a task force to develop a principal evaluation system (Arkansas Department of Education, 2015). LEADS is the system that was developed based on the ISLLC 2008 standards to evaluate school leaders from assistant principals to deputy superintendents and was fully implemented in school districts throughout Arkansas beginning in the fall of 2014. The LEADS system incorporates the 31 functions of the ISLLC 2008 standards for principal evaluations.

Phase I of the Arkansas Master Principal Program. Principals are accepted to Phase I through an application process, a letter of support from their superintendent, and letters of recommendation (Arkansas Leadership Academy, 2015). Phase I involves training where principals are introduced to leadership tools and practices related to the ISLLC 2008 Standards. The principals then return to their schools with expectations and assignments to use these tools as they lead their schools.

Phase II of the Arkansas Master Principal Program. Principals may apply for acceptance to Phase II after completing Phase I. Principals submit a portfolio

demonstrating progress toward meeting the goals of the Master Principal Rubric and must show they are making progress toward these goals to be accepted into Phase II (Arkansas Leadership Academy, 2015). Phase II training provides further leadership training with the goal of developing principal leadership effectiveness. Principals trained under current performance standards may also be directly admitted to Phase II by completing required Phase I assessments, submitting evidence of results, and providing letters of recommendation.

Phase III of the Arkansas Master Principal Program. Principals may apply to Phase III after successfully completing Phase II. Principals are admitted to Phase III by completing required Phase II assessments, submitting evidence of results, and providing letters of recommendation (Arkansas Leadership Academy, 2015). Phase III training provides further leadership training with the goal of developing principal leadership effectiveness.

School Level. For purposes of this study, elementary school contained Grades K-6 or a combination thereof, and secondary school contained Grades 7-12 or a combination thereof.

Stakeholder. For purposes of this study, the term stakeholders referred to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives (Great Schools Partnership, 2014).

<center>**Significance**</center>

Research Gaps

      Studies of principals using reflective practice to improve professional practice have been conducted. Research by Bengsten et al. (2012) analyzed the effectiveness of peer learning networks used by the Arkansas Leadership Academy to affect principals' reflective practice to improve their performance. A limitation of that study was the use of extant data from previous participants which had been provided over a time span of a few years. The researchers believed that using extant data influenced their study and prevented them from examining the practices of practicing principals. Using current data would allow the researcher to examine the practices of current principals.

      Much research has been conducted regarding the leadership effectiveness of principals. Louis et al. (2010) conducted empirical research over six years to analyze the effects of principal leadership. However, connecting perceptual data from stakeholders to principal evaluation criteria is an area that warrants further study. The implementation of LEADS in Arkansas provided a perceptual survey for principals to use as an option to survey stakeholders (Arkansas Department of Education, 2015). There is a lack of research showing that the LEADS survey has been administered by principals in Arkansas. In addition, there is a lack of research showing the impact that the LEADS survey has had in helping principals develop their leadership skills to meet the ISLLC 2008 standards for school leaders.

Possible Implications for Practice

      Research analyzing stakeholders' perceptions of principals' leadership effectiveness in meeting the six ISLLC 2008 standards could provide feedback to

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practicing principals to help improve professional practice. According to the Arkansas

Department of Education (2015), the administration of the LEADS survey to stakeholders

to provide feedback for principals is optional. The LEADS overview pointed out that one

of the purposes of the LEADS program was to "provide a process that includes

instruments to be used by reflective practitioners to promote their professional growth"

(Arkansas Department of Education, 2015, p. 2). Administering the LEADS survey to

stakeholders to gather perceptual data regarding principals' leadership effectiveness in

meeting the ISLLC standards could become a means to provide 360 feedback to

principals that would guide their choices in professional development opportunities.

ForwARd (2015) educational initiative calls for developing principals to be effective

leaders. One of the goals of ForwARd is that system leaders use the evaluation system

effectively to provide developmental support and hold administrators accountable for

their effectiveness and outcomes. A possible change in practice as a result of this study is

that the LEADS survey could be used as a tool to provide feedback to principals as part

of their evaluation process.

<div align="center">**Process to Accomplish**</div>

Design

A quantitative, causal-comparative strategy was used in this study. Hypothesis 1

was tested by a 2 x 3 factorial between-groups design. The independent variables were

level of school (Elementary or Secondary) and Master Principal Program phase (Phase I,

II, and III). The dependent variable for Hypothesis 1 was the perception of meeting

ISLLC Standard 1 as measured by the LEADS survey. Hypothesis 2 was tested by a 2 x 3

factorial between-groups design. The independent variables were level of school

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(Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 2 was the perception of meeting ISLLC Standard 2 as measured by the LEADS survey. Hypothesis 3 was tested by a 2 x 3 factorial between-groups design. The independent variables were level of school (Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 3 was the perception of meeting ISLLC Standard 3 as measured by the LEADS survey. Hypothesis 4 was tested by a 2 x 3 factorial between-groups design. The independent variables were level of school (Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 4 was the perception of meeting ISLLC Standard 4 as measured by the LEADS survey. Hypothesis 5 was tested by a 2 x 3 factorial between-groups design. The independent variables were level of school (Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 5 was the perception of meeting ISLLC Standard 5 as measured by the LEADS survey. Hypothesis 6 was tested by a 2 x 3 factorial between-groups design. The independent variables were level of school (Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 6 was the perception of meeting ISLLC Standard 6 as measured by the LEADS survey.

Sample

The study used stakeholders of principals enrolled in Phase I, Phase II, and Phase III of the Master Principal Program facilitated by the Arkansas Leadership Academy. LEADS surveys were administered to stakeholders in schools of principals that were enrolled in the Master Principal Program. The surveys were administered within 72

schools in Arkansas. The data collected were from surveys given during 2015-2016 school year.

Instrumentation

The survey was developed from the Arkansas LEADS optional survey and was converted to a 6-point Likert scale. The surveys were administered to teachers and staff of principals who participated in the Master Principal Program for the 2015-2016 school year. Responses were collected by the candidate, and the respondents were kept confidential.

Data Analysis

To address Hypothesis 1, a 2 x 3 factorial analysis of variance (ANOVA) was conducted using School Level and Master Principal Program Phase I, II, and III as the independent variables, and the dependent variable for Hypothesis 1 was the perception of meeting ISLLC Standard 1 as measured by the LEADS survey. To address Hypothesis 2, a 2 x 3 factorial ANOVA was conducted using School Level and Master Principal Program Phase I, II, and III as the independent variables, and the dependent variable for Hypothesis 2 was the perception of meeting ISLLC Standard 2 as measured by the LEADS survey. To address Hypothesis 3, a 2 x 3 factorial ANOVA was conducted using School Level and Master Principal Program Phase I, II, and III as the independent variables, and the dependent variable for Hypothesis 3 was the perception of meeting ISLLC Standard 3 as measured by the LEADS survey. To address Hypothesis 4, a 2 x 3 factorial ANOVA was conducted using School Level and Master Principal Program Phase I, II, and III as the independent variables, and the dependent variable for Hypothesis 4 was the perception of meeting ISLLC Standard 4 as measured by the

LEADS survey. To address Hypothesis 5, a 2 x 3 factorial ANOVA was conducted using

School Level and Master Principal Program Phase I, II, and III as the independent

variables, and the dependent variable for Hypothesis 5 was the perception of meeting

ISLLC Standard 5 as measured by the LEADS survey. To address Hypothesis 6, a 2 x 3

factorial ANOVA was conducted using School Level and Master Principal Program

Phase I, II, and III as the independent variables, and the dependent variable for

Hypothesis 6 was the perception of meeting ISLLC Standard 6 as measured by the

LEADS survey.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Principal leadership effectiveness has received much attention in recent years through school reform efforts. The use of the ISLLC 2008 Standards has provided a means for states to align principal preparation programs and provide focused professional development for principals. This review of related literature explored how principals should lead according to the six ISLLC 2008 Standards, how job-embedded professional development is available for principals, and the how School Level affects the learning environment. The six ISLLC 2008 Standards impacted the expected leadership roles of a building principal and have defined principal training standards as well. The conclusions found in research suggest that further study is warranted to compare principal's leadership effectiveness in each of the ISLLC 2008 Standards.

Principal Training and Evaluation Standards

Research and Empirical Evidence Findings

Many quantitative and qualitative studies have centered on the effectiveness of school principals and the effect their leadership has had on student learning, teacher efficacy, and school improvement. The leadership role of school principals is complex; and, according to Davis and Darling-Hammond (2012), "the focus on the skills and abilities of school principals and the quality of programs that prepare them has never been more intense, and for good reason" (p. 26). Davis and Darling-Hammond examined

principal preparation programs and empirical evidence that suggested which programs were most effective. Studies have pointed out that principal leadership accounts for sizeable variations in the amount of learning that students achieve (Davis & Darling-Hammond, 2012). Moreover, researchers pointed out that principals are being held accountable for helping student achievement, closing achievement gaps, and increasing graduation rates in schools today.

The need for high quality principal preparatory programs is great. Davis and Darling-Hammond (2012) contended that the stakes for principals are high as, "New national policy initiatives such as No Child Left Behind and Race to the Top underscore the centrality of school leadership to improve teaching and learning in schools" (p. 26). Davis et al. (2013) examined five different exemplary principal training programs including:

1. Educational Leadership Cohort Program at Delta State University
2. University of Connecticut's Administrator Program
3. Principal's Institute at Bank Street College
4. Educational Leadership Developmental Academy at University of San Diego
5. Urban Educational Leadership Program at the University of Illinois at Chicago

They found that all five programs centered on instructional leadership, and each preparatory program had strong mentor internships based at a school other than the school where the trainee was employed. The programs were rigorous in their selection of candidates, used a cohort model focused on problem-based experiences, and used portfolios as a measurement of preparation. Davis and Darling-Hammond (2012)

contended that these programs provided, "An approach to learning that is experiential, problem-based, and authentic" (p. 41). Indeed, principal training programs need to remain innovative and address the needs of aspiring principals.

Over time many research studies have sought to determine the effectiveness of principals' leadership in schools. Louis et al. (2010) led a joint research project between the University of Minnesota and the University of Toronto for the Wallace Foundation to compile empirical research evidence used to measure principals' leadership effect on student learning. The researchers identified five types of empirical evidence which have been used to research the effectiveness of principals' leadership including (a) Qualitative case studies; (b) Large-scale quantitative studies of leadership effects on schools and students; (c) Effects of specific leadership practices; (d) Leadership effects on student engagement; and (e) Research on leadership succession. The studies were multifaceted and yielded many results as they compiled over six years of study. Some results from the research of Louis et. al. challenged contemporary beliefs about the leadership effectiveness of the principal but provided deep analytical understandings with insightful statistical analysis and explanations.

Louis et al. (2010) investigated many aspects of principal leadership including, but not limited to, the effects of distributed leadership on student achievement, instructional leadership, practices in leadership considered to be helpful to principals and teachers, and leadership practices by elementary and secondary principals. This research study pulled data from many years of study and research conducted by these researchers as well as contributing studies. This team of researchers sought to determine effective school leadership practices through their extensive research studies. Louis et al. found

that distributed leadership had a stronger effect on student achievement than had previously been proven. Louis et al. showed that hierarchies of leadership existed in successful schools and that greater levels of influence extended to all stakeholders. They also suggested that a "hybrid model of organizational leadership consisting of 'autocratic' (influence rises with hierarchical level) and 'polyarchic' (high levels of influence for all) prototypes" (p. 35) would be most productive for student learning. Louis et al. found that trust in the principal as the leader gets the best returns on student achievement when combined with the idea of the principal as an instructional leader. This finding helps explain the connectedness between these two variables and student achievement. This research also points out that principals at the secondary level provide instructional leadership differently than principals at the elementary level (Louis et al., 2010). These findings show that complexities of leadership are intertwined and are not easily studied apart from each other and that further study into the principals' leadership effectiveness is warranted.

ISLLC Standards, Adoption, and Development of LEADS in Arkansas

The need to evaluate the effectiveness of principal's leadership has influenced the development of principal training programs nationally as well as state by state. In 2008 the National Policy Board for Educational Administrators adopted the Educational Leadership Policy Standards: ISLLC 2008 (Arkansas Department of Education, 2015). The ISLLC 2008 Standards were developed by the Interstate School Leaders Licensure Consortium for the Council of Chief School State Officers (Arkansas Department of Education, 2015). The ISLLC standards of 2008, adopted by the Arkansas State Board of Education in 2009, are used in principal training programs and include six standards to

measure the performance of school principals (Arkansas Department of Education, 2015). Soon after, the Arkansas State Legislature passed Act 222 of 2009 that established the School Leadership Coordinating Council with the charge to develop a model Principal Evaluation System to evaluate principals on the 31 functions listed in the ISLLC standards of 2008 to promote student achievement (Arkansas Department of Education, 2015). Principal preparatory programs in Arkansas used the ISLLC standards of 2008 to provide training for principals from 2009 through 2015. LEADS was also developed, implemented, and used from 2013 through 2015 to assess and evaluate principals in Arkansas (Arkansas Department of Education, 2015). To understand the LEADS evaluation system, the ISLLC standards of 2008 will be identified and examined with supporting research to validate the use of these standards to improve principal leadership effectiveness.

Standard 1: Setting a Clear Vision/Mission

The need to establish a clear vision/mission is an expectation for effective principals to perform competently. The Wallace Foundation (2013) asserted that "Effective principals are responsible for establishing a school-wide vision of commitment to high standards and success of all students" (p. 7). Shift in educational reform over the past 20 years with a focus on instructional leadership has led principals to become instructional leaders rather than managers of building operations (Wallace Foundation, 2013). A driving force in this shift in practice for principals is due to the realization that "career success in a global economy depends on a strong education, and for all segments of U.S. society to be able to compete fairly, the yawning gap in academic achievement between disadvantaged and advantaged students needs to narrow" (Wallace Foundation,

2012, p. 7). In Leithwood et al.'s work (as cited in the National Association of Secondary School Principals and National Association of Elementary School Principals, 2013), the focus of principals should be on instructional leadership and determining what the focus of their school should be. The mission/vision of the school should be focused on student learning and led by a principal with a focus on instructional leadership.

Collaboratively Develop and Implement a Shared Vision/Mission

Collaboratively developing and implementing a shared vision/mission promotes buy-in from a school's faculty, staff, students, families and community partners. According to Darling-Hammond, a leading researcher participating in a Wallace Foundation (2013) study, principals should seek to build collaborative teams with teachers as a means of establishing their school mission. She spoke pointedly to the fact that principals and teachers must overcome the closed-door culture and focus on learning. She further stated that teachers are more willing to collaborate with each other and share ideas about teaching and learning than they have been in the past. Fullan (2006) proposed that "rather than impose their individual visions, principals would do well to develop collaborative work cultures" (p. 19). The collaborative development of clear goals and a clear vision/mission assists the school team by establishing a collectively shared vision/mission for student learning.

Uses Data to Drive Decisions

Principals make many decisions daily that involve a large group of stakeholders to affect learning for students. Marzano (2003) advocated, "data used to guide decisions should relate directly to student achievement" (p. 56). He also stated that schools make the first of two mistakes in using indirect measures of learning to make decisions and

specified indirect measures of learning as state-based assessments where learning is measured on an annual basis. He considered data gathered from site-based assessments developed by the district or the school measuring student learning to be more effective than annual state-based assessments. Marzano advocated for the use of formative assessments to drive decision making as well as conversations about student learning. Furthermore, the second mistake happens as the "school or district has no system or plan for interpreting and using the data" (Marzano, 2003, p. 57). Principals should avoid such mistakes as they lead their schools in making decisions while using data.

Principals should establish essential questions to be used in analyzing data. Marzano (2003) used his research to point out "11 school, teacher, and student factors that are the primary determinants of student achievement" (p. 57). There are three questions that he lists to be asked of each of these 11 factors:

- To what extent do we engage in this behavior or address this issue?

- How much will a change in our practices on this item increase the academic achievement of our students?

- How much effort will it take to significantly change our practices regarding this issue?" (p. 57)

He contended that these questions provided a guide in which the answers could provide meaningful feedback to the school team to guide decision making. He found that when a school uses these three questions to address the 11 factors, the school can focus on making correct data-driven decisions that impact student learning.

Promotes Continuous and Sustainable Improvement

Establishing a clear vision/mission for student learning helps the actions of faculty to be focused on student learning, achievements, and growth. The Wallace Foundation (2013) showed that when the school principal established a clear vision of high expectations, teachers raised their level of expectations for student performance. Student performance was positively affected as the teachers challenged themselves to grow professionally and believed in their students (Wallace Foundation, 2013). They found that teachers bought into the idea of continuous improvement and focused on supporting student learning when there was a clearly established vision/mission in place.

Standard 2: Principal as the Instructional Leader

Many researchers refer to the role of the principal as an instructional leader as key to student achievement. Research by Branch, Hanushek, and Rivkin (2013) suggested that the impact of an effective principal is pivotal to student learning and achievement while an ineffective principal has a negative impact on student learning. Hallinger (2005) emphasized the continued need for principals to be instructional leaders in the 21st century and explored the various ways that principals could influence instructional leadership as they led their schools. Heck and Hallinger (2014) conducted a multi-level designed empirical research study in which they proposed that "school leadership influences student learning outcomes by enhancing the quality of the school's instructional environment" (p. 656). Secondly, the researchers proposed that "leadership effects on student learning become visible in a 'downstream' process or a 'causal chain' that unfolds over time" (p. 657). Leadership does not have a direct effect but rather an indirect effect on student learning through the use of instructional leadership (Heck &

Hallinger, 2014). Teachers' perceptions of the principals' instructional leadership as well as the principals' self-perceptions of their abilities to provide instructional leadership gave an indication as to how students would perform. Heck and Hallinger (2014) found that "for ending achievement, the results suggest that one standard deviation increase in the strength of leadership in a school could yield a commensurate 0.15 increase in ending math scores" (p. 673) as they referred to the indirect effects of leadership on student learning.

Curriculum Development

The principal must be cognizant of many factors while leading in the area of curriculum development. Many times there is a prescriptive curriculum that is provided by the State or by central office leadership. Bouchamma (2012) found "effective principals collaborate with their staff to change, improve, and even create programs" (p. 13). An effective principal places students' needs first as they collaborate about ways to improve the curriculum to attain high student achievement according to Bouchamma. The researcher further proposed that an effective principal empowers his teachers to act and provides necessary support for change as they implement a new curriculum. Marzano (2003) asserted that "classroom curriculum design involves sequencing and pacing instructional strategies to build on the prior knowledge of students" (p. 58). School leaders should understand these factors as they discuss new curriculum design and implementation.

Develop Leadership and Instructional Capacity of the Staff

The need to develop the leadership and instructional capacity of the staff is necessary to meet a high level of student achievement. Heck and Hallinger (2014)

examined the effects that teacher leadership and instructional capacity had on student learning. Heck and Hallinger found that students, who attended schools or were in the classrooms of highly effective teachers, out-performed their peers regarding student achievement. Furthermore, they showed that students who attended effective schools grew more academically than their peers in less effective schools. The findings of these researchers prove that increasing the leadership and the instructional capacity of the staff positively impacts student learning.

Given this relationship between the instructional capacity of the staff and student learning, principals should seek to develop leadership capacity from within their faculty. Wilhelm (2013) held that principals should move away from the traditional form of leadership teams comprised of department chairs or grade-level chairs to shared leadership. Increasing their staff's leadership capacities, principals should integrate the skills, knowledge, and wisdom of their faculties as, "Principals can no longer lead instructional reform alone: the voice and expertise of teachers are essential to improve teaching and learning" (Wilhelm, 2013, p. 62). He further held that the principal should train teachers to be leaders and participate with them as a team. It is important to develop a selection process as Wilhelm (2013) contended that leadership teams should be carefully selected and filled with teachers who exhibit strong instructional leadership and command the respect of their peers. Such models of shared leadership can increase the leadership capacity of the staff but require a commitment of learning from the principal as well as the staff of the school.

Monitor Classroom Instruction Formally and Informally

An effective principal monitors instruction and provides specific feedback to teachers. According to Louis et al. (2010) principals highly rated for instructional leadership by their teachers observe classrooms frequently and purposefully. The researchers in this study found that these principals set a clear vision/mission centered on high student achievement and then monitored the work of teachers and students within the classroom. According to the results of this study, principals who are highly rated as instructional leaders lead conversations about lesson plans and ask questions about the content of the plans. Louis et. al. found that these highly rated principals are very visible in their teachers' classrooms and provide regular feedback to the teachers about their observations. Elementary schools exhibited lower student performance where a low emphasis was placed on instruction and an increase in student performance where a strong instructional climate existed (Louis et al., 2010). Secondary schools exhibited similar lower student performance where a low emphasis was placed on instruction, according to Louis et al. (2010). However, in secondary schools, principals who received high ratings for instructional leadership were not necessarily associated with high student performance, according to Louis et al. They suggested that further study was warranted to learn the effects of elementary versus secondary leadership to understand these results better.

Standard 3: Principal Leading the Management and Operations of the School

Providing necessary management for the efficient operation of the school has long been part of the tasks of principals. According to the Wallace Foundation (2013), the role of a principal traditionally was seen as a middle manager, but the role has now shifted to

be more focused on instructional leadership with high expectations for student achievement. The researchers did point out that a safe and orderly learning environment is necessary to provide the best opportunities for learning. Such an environment requires an efficient system designed to affect student learning positively. Effective principals provide leadership to manage the operations of the school to ensure opportunities for student learning.

Safe and Secure Learning Environment

A safe learning environment begins with an emphasis on providing the best facilities along with procedures and protocols in place to ensure the safety of the learning environment for students and teachers. The Wallace Foundation (2013) stated "effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities" (p. 8). A safe learning environment should address the emotional safety and well-being of students as well (Wallace Foundation, 2013). A school where a safe learning environment exists provides students and teachers with the necessary supports to be able to learn effectively.

Managing schools so as to maintain orderliness in schools is conducive to high student achievement. Setting expectations is an important role of the principal as, "The effective principal lays down rules and regulations and condemns all forms of violence and bullying" (Bouchamma, 2012, p. 14). In addition, Bouchamma (2012) proposed that the effective principal promotes the safety of the school as he or she is an effective communicator and maintain open lines of communication with staff. Such evidence shows the connection between a safe learning environment and improved student performance.

Use of Fiscal, Human, and Technological Resources

Managing fiscal, human, and technological resources require the principal to seek ways to most effectively utilize and recruit new resources. Finnigan (2010) examined the effects of principal leadership in schools under sanctions. The researcher's study examined teacher motivation and the effects that principal leadership had on improving teacher motivation. Finnigan found that "principals who provide instructional leadership and support for change are associated with teachers who have higher expectancy about their ability to impact student learning and performance" (p. 181). Finnigan proposed that the implications from this study included recruitment of highly effective teachers to increase student achievement.

The principal's responsibilities also include retaining effective teachers. Bird, Wang, Watson, and Murray (2012) determined that a relationship exists between the level of a leader's authenticity and teachers' level of trust, engagement, and willingness to return. Bird et al. contended that "engaged workers know what is expected of them and have the necessary materials and equipment to get their jobs done" (p. 444). Their research further found that leaders who are more authentic have more teachers return to teach in following years which will improve student achievement. The retention of good teachers provides stability necessary for a school to reach its goals for student learning.

Develop the Capacity for Distributive Leadership

The responsibilities of a principal have changed over time due to the accountability for student learning. The principal cannot perform all instructional leadership tasks alone, thus creating the need for shared or distributed leadership. Wilhelm (2013) compared the shared leadership model to the traditional roles of

principals. He held that principals should develop the leadership of faculty and staff through training and provide a system for them to make decisions to affect student learning. Shared leadership is best developed through the use of professional learning communities with a clear vision/mission focused on student learning (Wilhelm, 2013). The principal and teachers are more likely to believe that shared leadership will produce better results than the traditional role of sole leadership according to Wilhelm (2013). He further proposed that a principal must be willing to share leadership with faculty to develop a true sense of shared leadership. The principal must also provide time for teachers to meet within the school day for the system of shared leadership to work according to the researcher. Wilhelm further contended that the benefits of building shared leadership include ownership of ideas and decision by the faculty. As one can see, the principal must do things systemically to develop shared leadership within a building.

Shared leadership by principals has been shown to have a positive impact on student learning. Louis et al. (2010) analyzed the effects of shared leadership along with the effects of instructional leadership and found that both forms of leadership had an indirect positive effect on student learning. Shared leadership plays a role as to how teachers organize themselves into professional learning communities and work together to meet the needs of the school, according to Louis et al. However, the researchers do not separate instructional leadership from shared leadership as they point out that both forms of leadership work together to affect the way faculty and staff conduct business. Louis et al. pointed out that the idea of shared leadership affects the emotional side of principal leadership in turn affecting teacher attitudes associated with their trust in the principal as

a leader. The value of shared leadership gains momentum as one analyzes the principal leading transparently and sharing decision making with faculty and staff.

Standard 4: Principal Collaborating with Stakeholders

An effective principal collaborates with many different stakeholder groups as each one has a vested interest in student achievement. Auerbach (2010) researched and analyzed principals who sought to engage in partnerships with families and communities. The researcher specifically analyzed the level of commitment that principals placed on collaborating with Latino immigrant families about student performance as well as building true collaborative relationships that she called "authentic partnership" (p. 734). According to Auerbach, principals who wish to establish authentic partnerships with stakeholders must do so in every sense of the word. The researcher found that principals developed authentic partnerships by providing staff development, informing parents about the educational process, educating parents about political processes, and empowering parents to act about school issues.

Building effective partnerships with the community require principals to establish a clear vision/mission centered on welcoming and collaborating with stakeholder groups. Hands (2014) found that such schools were inviting and sought to involve parents throughout the school day by making facilities available for such collaboration. He discovered that the collaboration was both formal and informal in nature. An example of informal collaboration was an area of the school where the parents and the principal could sit down to drink coffee to develop a collaborative relationship. Hands found that when a collaborative culture existed in a school, teachers and students collaborated as well. These findings also showed that students were able to extend their learning beyond

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the walls of the school through projects that involved students in other countries as a result of the collaborative culture of the school. The researcher indicated that such learning was possible through the context of collaboration and that the absence of collaboration would not yield the richness of such involved projects. The culture of collaboration cultivates a safe environment and provides a context for students to discuss their learning with faculty and staff both formally as well as informally.

Analyze and Using Data to Drive Decisions

Using student performance data to drive decision making and conversations gives a common ground for discussions with all stakeholders. Having the leadership skill to gather, analyze, and discuss student performance data with parents is important to a principal collaborating effectively with communities and families, according to Auerbach (2010). According to the ISLLC 2008 standards, principals should be able to collect and analyze data and information pertinent to the educational environment (Council of Chief State School Officers, 2008). Being able to analyze data allows principals to understand what is happening within the context of their school as well as understand surveys administered to stakeholders. The ability to understand data effectively allows principals to communicate with stakeholders regarding current education trends as well as trends happening within the context of their school.

Build and Sustain Positive Relationships with Families

Auerbach (2010) placed principals' leadership in categories that

1. Prevented partnerships with families

2. Leadership for nominal partnerships

3. Leadership for traditional partnerships

4. Leadership for authentic partnerships

Auerbach also found that developing and sustaining effective partnerships with families required diligent attention from the principal as they set the expectations for parental involvement. According to Auerbach, principals should lead their schools to cultivate partnerships with parents.

> Strategies and processes that seem conducive to authentic participation included home visits, surveying parents for their needs and interests, parent leadership training, involving parents in planning and presenting programs, offering workshops in parents' language, and investing time in relationship building. (pp. 751-752)

True collaboration involves much more than principals inviting stakeholders to come to the school to visit (Auerbach, 2010). True collaboration many times requires principals to go to the stakeholders by meeting and collaborating with them.

Student achievement increases when principals collaborate with families, open doors of the school to welcome families, and promote greater parental involvement. Louis et al. (2010) researched the effects of parental collaboration with schools as well as the effects of greater parental involvement in their students' educational process. Louis et al. found that "where teachers' perceive greater involvement by parents, and where teachers indicate that they practice shared leadership, student achievement is higher" (p. 116). The researchers further proposed that principals and teachers should seek shared leadership opportunities with parents to strengthen student achievement. The principal's leadership plays a pivotal role by setting and modeling true collaboration and shared leadership with parents.

Standard 5: Build and Sustain Positive Relationships with Community Partners

People within a community have an interest in the academic success of students for many reasons. Students choose to remain in the community to begin working or go college following graduation from high school. Louis et al. (2010) found that collaboration with the community led to schools with higher student performance. Principals should become involved and invest their time and leadership skills in community groups as, "School and district leaders should, as a matter of policy and practice, extend significant influence to others in the school community as a foundation for their efforts to improve student achievement" (Louis et al., 2010, p. 103). The goal is not to make the principal's job easier by collaborating with the community but rather to extend the leadership influence of the principal (Louis et al., 2010). Collaborating with the community requires the principal's vision to expand and open up to different ideas. The results of a principal collaborating with the community are diversified and rich learning experiences for students.

Principal Leading with Integrity and Fairness

Leading with integrity and fairness is an expectation of principals in the ISLLC 2008 standards. Louis et al. (2010) recommended that "principal preparation and professional development programs should continue to emphasize both the 'softer' (emotional) and the 'harder' (behavioral) aspects of leadership" (p. 53). Their findings indicated that principals had an indirect effect on student performance when teachers had a higher level of trust in them. Louis et al. suggested that the idea of promoting trust was a factor that included instructional leadership. Measuring the effect of a faculty's trust in their principal is difficult because, "Trust without instructional and shared leadership to

support it may be of little consequence for students, but our data suggest that teachers'

relationships with one another, and their trust in the principal, cannot be easily

disaggregated" (Louis et. al., 2010, p. 53). A principal acting with integrity, fairness, and

honesty affects school culture by promoting a higher level of trust with teachers thereby

increasing student achievement.

Safeguard the Values of Democracy, Equity, and Diversity

An effective principal not only safeguards the values of democracy, equity, and

diversity but also promotes these values through the establishment of clear goals focused

on student learning for all students. Shaw and Newton (2014) examined the effects on

teacher recruitment and retention by principals defined by their staff as servant leaders

and found that servant leaders display the characteristics of love, humility, altruism,

vision, trust, empowerment, and service to people within their organization. Shaw and

Newton used a quasi-experimental, quantitative design based on a teacher survey which

showed that there was a significant positive correlation between principal's level of

servant leadership and teacher's job satisfaction as well as retention both in education and

at their current school. Principals' actions along with their approach to leadership

influence how diversity, democracy, and equity are regarded and acted upon in a school.

Self-Awareness, Reflective Practice, Transparency and Ethical Behavior

Demonstrating reflective, transparent, and ethical behaviors help a principal build

a culture of trust within their faculty and staff. Bird et al. (2012) conducted a study in

which they analyzed the relationship between principals' leadership ability and teachers'

level of trust, engagement, and their intention to return to teach the following year. They

found that there is a relationship between the level of a leader's authenticity and teachers'

level of trust, engagement, and willingness to return. Bird et al. concluded that leaders who are more authentic would hold a higher level of trust from their teachers and also found that principals who overestimated their level of authentic leadership through self-assessment led teachers who exhibited a lower level of trust than principals who accurately estimated their level of authentic leadership. Bird et al. contended, "because teacher trust and engagement levels vary with the level of principal authenticity, clear importance is placed on developing authentic leader-staff relationships" (p. 445). Principals must learn to accurately measure their level of authenticity to maintain a good level of staff trust and engagement according to Bird et al. Reflective practice leads to a principal developing a higher degree of trust within the faculty.

Accountability for Each Student's Success

Unprecedented accountability has been placed upon principals holding them responsible for successful student learning in the era of testing and accountability. Sun and Youngs (2009) examined the effects of the evaluation of principals on developing learning-centered leadership. Their study found "the results indicate that efforts by districts in the sample to use evaluation to guide school leaders' professional development, to encourage school restructuring, and to hold leaders accountable for student learning were highly associated with LC leadership" (p. 438). Thus, Sun and Youngs proposed that the focus of principal evaluation should move beyond the traditional view to include leadership skills and professional involvement to assess the ability to create a learning-centered environment. Principals should seek to hold themselves accountable for student achievement and develop a culture of learning in their schools.

Standard 6: Principal Leading and Influencing Through

Political, Social, and Legal Contexts

While much research has focused on the effectiveness of the principal as an instructional leader, the idea that principals lead and influence their larger social context is important as well. Scribner, Crow, Lopez, and Murtadha (2011) researched principals' level of success in affecting the larger social context of a community. Scribner et al. found that those principals were not only concerned with building cognitive abilities of students, but also with building and maintaining relationships with students, staff, and community. Scribner et al. found that principals held "values such as doing what's right, working hard, respecting others, making a commitment to the school and neighborhood, and elevating the role of education in breaking the cycle of poverty" (p. 414). According to Scribner et al., effective principals were more than instructional leaders as they affected the local community's attitude toward education. Effective principals realize the larger social and political context in which they live and positively affect their communities to the benefit of student learning.

Advocate for Children, Families, and Caregivers

A principal serves as an advocate for children, families, and caregivers in many ways. Students in schools come from a variety of backgrounds ranging from poverty to affluence as well as different race and ethnic backgrounds. Hands (2014) conducted a case study of a school where many children were in poverty, and the principal became an advocate for the children. In the case study, the principal set the tone for the school and ensured that every child had access to the best learning environment as well as new resources to learn as the principal sought and received grant money that helped transform

the school (Hands, 2014). The principal also led collaborative efforts and expanded the leadership capacity of the faculty as they collaborated with the community. The school became successful as students were engaged in a collaborative learning environment and took advantage of educational opportunities presented to them (Hands, 2014). Principals can both, directly and indirectly, advocate for their students as they provide learning opportunities for them.

Influence on Local, State, and National Decisions

Principals influence local, state, and national decisions affecting education in many ways from working with legislators to opening their schools for training new principals and teachers through mentoring and job shadowing experiences. Davis et al. (2013) examined the effectiveness of principal credentialing programs compared to on-the-job experiences in preparing principals to perform tasks associated with the six ISLLC 2008 standards. They developed a 2-part online survey that condensed the 184 tasks identified by the ISLLC 2008 standards to 41 questions. On the survey that included 41 tasks that principals perform, the researchers found that on-the-job experiences were rated only slightly higher than credentialing programs in importance. Davis et al. also recommended that credentialing programs should provide job shadowing and mentor opportunities to prospective principals. The researchers contended that such opportunities would prepare prospective principals for the real tasks they would encounter in the role of principal. Principals influence local, state, and national decisions by sharing their knowledge with aspiring principals and opening the doors of their school to credentialing programs to prepare aspiring principals for the principalship.

Assesses, Analyzes, and Anticipates Current and Emerging Trends in Education

Principals must keep abreast of current and emerging trends in education to lead effectively. Soehner and Ryan (2011) concluded, "At its most influential level, instructional leadership involves the expertise of the classroom teacher interacting with students and actually teaching students how and what to learn" (p. 283). Soehner and Ryan further proposed that the principal should seek ways to help teachers grow professionally. Principals and teachers work together to provide the best instruction for student achievement according to Soehner and Ryan. When principals keep current with trends in education, they can help prepare teachers with best educational practices.

<center>School Level</center>

While principals at all School Levels are trained and evaluated using the same ISLLC standards, the application of these standards to their specific School Level varies from elementary and secondary level. Louis et al. (2010), researched leadership effectiveness across School Levels and found that teacher perceptions about specific areas of principal leadership varied by School Level. Students' and teachers' needs are different at each School Level, and principals adapt their leadership delivery to meet the needs of their students best. The variable of School Level warrants consideration in evaluating stakeholders' perceptions of principals' leadership effectiveness due to the different organizational and management structures found at each School Level. Elementary schools are structured differently from secondary schools. Elementary students stay with one teacher for a majority of the time each day while secondary students move from teacher to teacher as they change classes and subject areas throughout the day. Louis et al. analyzed teachers' perceptions concerning principal

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leadership effectiveness and determined that variations existed across School Levels in evaluation methods, opportunities for collaboration, and allowing teacher flexibility in classroom instruction. A greater percentage of elementary teachers saw value in the principal monitoring teachers' classroom work, according to Louis et al. High school teachers saw value in the principal providing time to collaborate while middle school teachers saw value in allowing teachers the flexibility to determine what to teach in their classrooms, according to the researchers. The findings in this research point to variations in teacher perceptions about what is valuable regarding principal leadership. School Level affects the perceptions of teachers and the leadership traits they value.

Measurement of principals' leadership effectiveness is evaluated differently today than in the past. Principals' primary focus has shifted to instructional leadership rather than managerial tasks, according to Louis et al. (2010). Louis et al. further showed that secondary teachers rated their school leaders lower in instructional leadership, and teachers of high performing elementary principals rated their school leaders high in areas of instructional actions and instructional climate. Gedick and Bellibas (2015) found that elementary teachers' perceptions of their principals were high in areas related to instructional leadership, and secondary teachers' perceptions of their principals were high in areas related to acquiring and allocating resources. The changing role of principals from manager to instructional leadership is still rooted in traditions related to the School Level.

The structural differences between elementary and secondary schools can impact teachers' perceptions about valued leadership traits. Gedick and Bellibas (2015) proposed "Elementary school teachers have a greater sense of common focus than their secondary

school counterparts" (p. 108). Gedick and Bellibas further surmised that the secondary principals provided resources that impacted teachers' value of the need for working on "internal dynamics" (p. 109), and elementary principals monitor the work of their teachers much more closely thereby opening the door for greater collaboration with teachers. Gedick and Bellibas also contended that "due to the departmentalized nature of secondary schools, it makes sense to argue that teacher involvement in instructional matters seem to be inevitable at this level" (p. 109). Their research indicated that the secondary principal distributes the managerial tasks to staff to gain time to monitor instruction more frequently. Finding time for the principal to provide instructional leadership is greatly impacted by the structural configuration of the School Level.

Distributed leadership and collaboration are key components to an effective leadership model for elementary and secondary principals. Hallinger, Bickman, and Davis (1996) derived that the principal's leadership effect on student achievement was indirect according to their research on elementary principals. Mitchell and Castle (2005) researched the idea of instructional leadership for elementary principals and advocated for principals to create structures that would facilitate conversations centered on student learning. Mitchell and Castle advocated that principals should work to establish a school culture focused on learning using grade level teams and focused conversations. Louis et al. (2010) found that principals who receive high scores on instructional leadership from their teachers were involved in collaborative meetings, monitored instruction frequently, and were visible to their teachers. Louis et al. showed that secondary principals received lower scores on instructional action and climate from their teachers as compared to elementary principals. Delegating tasks and facilitating focused conversations on student

learning provide opportunities for principals to create a culture of instructional leadership. It seems that elementary schools have a system that is more conducive to providing time for teachers to collaborate than secondary schools' systems. The Master Principal program led by the Arkansas Leadership Academy provides ongoing and job-embedded training and support to enhance elementary and secondary principals' leadership effectiveness in Arkansas.

Arkansas Leadership Academy

The Arkansas Leadership Academy was formed in 1991 by the Arkansas Legislature to provide leadership training and development for school leaders (Arkansas Leadership Academy, 2015). One of the Institutes of the Arkansas Leadership Academy is the Master Principal Program, which includes Phase I for beginning participants, Phase II for intermediate participants, and Phase III for advanced participants (Arkansas Leadership Academy, 2015). According to the Arkansas Leadership Academy (2015), the Master Principal Program was established by the Arkansas Legislature in 2003 and updated in 2013 to expand the leadership capacity of Arkansas school principals. According to the Arkansas Leadership Academy, the program is voluntary, and principals who have the support of their superintendent may apply to participate in one of the three phases of the Master Principal Program. The selection criteria are as follows:

- Phase I (Principal Institute): Selection of participants will be based on responses to questions on the application and on achieving a state-wide balance using demographic information.
- Phase II: After successful completion of Phase I (Principal Institute), the principals may choose to submit an application for Phase II, presenting evidence

of successful school results from Phase I. Current Phase I graduates will have two years to submit evidence of school results from Phase I and apply for Phase II.

- Alternative Entrance to Phase II: Principals completing Building Level Administrator Licensure requirements, under the current performance-based licensure system, will have the opportunity to present evidence of success in Phase I performance areas and apply for Phase II.

- Phase III: After successful completion of Phase II, the principal may apply for Phase III by successfully completing required Phase II assessments and submitting evidence of results.

- Master Principal Designation: Designation will be made after successfully completing Phase III, passing extensive reviews of school results, and passing rigorous assessments. (Arkansas Leadership Academy, 2015)

Principals in the Master Principal Program develop their leadership skills through application of these strands through real on-the-job training. These strands are closely related to the ISLLC 2008 standards. Participation in the Master Principal Program develops principals' leadership effectiveness as they lead their school to increased student achievement.

The effectiveness of the Master Principal Program was studied by Bengston et al. (2012) through both qualitative and quantitative measures. Bengston et al. found that Master Principal Program participants considered themselves more reflective than when they began the program, and the participating principals used data to drive decision making in their schools as well. Bengston et al. analyzed these principals' portfolio scores as they applied to subsequent phases of the Master Principal Program and found

that the principals' portfolio scores were increased as they participated in each phase. Bengston et al. acknowledged that one limitation of their study was that it used data from exit surveys completed by principals who had just completed that particular phase or applications of principals applying for entrance into the next phase. Bengston et al. pointed out that a second limitation was that their study did not analyze whether participating principals' leadership effectiveness caused student performance to increase. Bengston et al. noted that the Master Principal Program helped develop principals' leadership skills while they were employed as a school principal and that such support was very meaningful to principals as it was applied to real leadership problems in real time. Bengston et al. argued that the Master Principal Program not be a competitor against various principal programs but rather an ongoing support to help develop principals' leadership skills. Such leadership development provides necessary support to enhance student learning by helping leaders grow.

Conclusion

Principals' leadership effectiveness has an impact on student achievement, and the factors affecting this effectiveness are measured by comparing principals to the ISLLC 2008 standards. Many studies have concluded that principals have a direct impact on student achievement while more recent studies show a more indirect impact. Understanding the impacts as well as the implications of principals' leadership effectiveness gives direction to principal preparation programs and leadership programs providing ongoing professional development to practicing principals. Regardless of whether the impacts of principals' leadership are direct or indirect, more study is warranted to discover how principals affect student learning.

Accountability for student learning will continue to play a part in principal's responsibilities as we move into the 21st century. The standards for principals' training will continue to change with time. Knowing which leadership roles yield results and the best path to establish those roles will continue to benefit principals as they work to achieve student learning in their schools. Understanding the different roles of principals' leadership as well as how those roles relate and affect each other will benefit school leaders in providing higher student achievement.

CHAPTER III

METHODOLOGY

The literature review provided research, which showed that the development of the ISLLC 2008 standards had improved the performance of principals by providing a uniform means for principal training programs to provide training to all aspiring principals (Council of Chief State School Officers, 2008). Additionally, the ISLLC 2008 standards have provided an instrument with the rubric to guide professional development opportunities for practicing principals as well. Following the implications of the research, State Departments of Education have created principal evaluation instruments which address each of the six ISLLC 2008 standards to provide a standard instrument for school districts to measure principals' leadership effectiveness. Through focused use of these instruments, school district leaders can provide uniform expectations for principal performance based on the ISLLC 2008 standards for their principals to follow.

The focus of principals' leadership has shifted from primarily managerial to primarily instructional leadership. Principals have shifted managerial tasks to various teachers and staff members as the role of the principal changed. Instructional leadership requires principals to focus all leadership efforts on improving student learning rather than managing individual components of the building in isolation. A focus on instructional leadership requires that each task completed within a school be done with the main goal of maximizing student learning.

The ISLLC 2008 standards changed principal leadership roles so that the principal is involved in helping set the direction of the school that he is leading through establishing the vision/mission of the school. Generally speaking, principals help provide resources to assist teachers, staff, and students in meeting the goals set for student learning. Additionally, the building principal is required to provide evaluation and feedback to teachers through observations and evaluations. Providing accountability systems for teachers to accomplish the school's goals for student learning also rests with the principal. Furthermore, the principal collaborates with families and community partners to enhance the learning opportunities for students. Being involved in professional organizations helps principals collaborate with their peers and lead their schools in new and innovative teaching methods. Focusing on all six ISLLC 2008 standards provides principals a roadmap to successfully leading in the 21st Century (Council of Chief State School Officers, 2008). Principals have the opportunity to increase their leadership capacity by attending the Master Principal Institute hosted by the Arkansas Leadership Academy. The 5 strands of the Master Principal Institute are built around the ISLLC 2008 standards, and principals gain a deep understanding of how to lead effectively as they hone their leadership skills. In order to evaluate the impact that participation in the Master Principal Program has the researcher generated the following null hypotheses.

1. No significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 1 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

2. No significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 2 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

3. No significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 3 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

4. No significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 4 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

5. No significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 5 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

6. No significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 6 between principals who are enrolled in Phase I, II, or III of the Master Principal Program as measured by the LEADS survey.

The purpose of this chapter was to (a) identify the research design of the study, (b) describe the participants in the study's sample, (c) define the variables and

instrumentation used for this study, (d) explain data collection procedures, (e) describe

methods used to analyze data, and (f) describe limitations of this study.

<p align="center">**Research Design**</p>

A quantitative, causal-comparative strategy was used in this study to survey

teachers and staff of the 72 principals enrolled in the Master Principal Program in

Arkansas during the 2015-2016 school year. The researcher employed a causal-

comparative strategy because the principals were already enrolled in the Master Principal

Program and no manipulation of the main dependent variable was possible (Creswell,

2009). Hypothesis 1 was tested by a 2 x 3 factorial between-groups design. The

independent variables were the type of school (Elementary or Secondary) and Master

Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 1

was the perception of meeting ISLLC Standard 1 as measured by the LEADS survey.

Hypothesis 2 was tested by a 2 x 3 factorial between-groups design. The independent

variables were the type of school (Elementary or Secondary) and Master Principal

Program phase (Phase I, II, and III). The dependent variable for Hypothesis 2 was the

perception of meeting ISLLC Standard 2 as measured by the LEADS survey. Hypothesis

3 was tested by a 2 x 3 factorial between-groups design. The independent variables were

the type of school (Elementary or Secondary) and Master Principal Program phase (Phase

I, II, and III). The dependent variable for Hypothesis 3 was the perception of meeting

ISLLC Standard 3 as measured by the LEADS survey. Hypothesis 4 was tested by a 2 x 3

factorial between-groups design. The independent variables were the type of school

(Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The

dependent variable for Hypothesis 4 was the perception of meeting ISLLC Standard 4 as

measured by the LEADS survey. Hypothesis 5 was tested by a 2 x 3 factorial between-groups design. The independent variables were the type of school (Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 5 was the perception of meeting ISLLC Standard 5 as measured by the LEADS survey. Hypothesis 6 was tested by a 2 x 3 factorial between-groups design. The independent variables were the type of school (Elementary or Secondary) and Master Principal Program phase (Phase I, II, and III). The dependent variable for Hypothesis 6 was the perception of meeting ISLLC Standard 6 as measured by the LEADS survey.

Sample

The study used a convenience sample of stakeholders within the schools of principals enrolled in Phase I, Phase II, and Phase III of the Master Principal Program facilitated by the Arkansas Leadership Academy. A modified LEADS survey was administered to stakeholders in schools of principals that were enrolled in the Master Principal Program. The schools were grouped as elementary which included K-6 grades, or a combination thereof, and secondary that included 7-12, or a combination thereof. Surveys were also grouped according to the independent variable of Master Principal Phase I, II, or III. The schools came from all areas of Arkansas and contained different levels of student populations. The school district size classifications ranged from 1A-7A based on student numbers. The surveys were administered within a total of 72 schools in Arkansas, and the data were collected during the spring semester of the 2015-2016 school year.

Instrumentation

The survey was developed from the Arkansas LEADS optional survey and was converted to a 6-point Likert scale. The LEADS optional survey was modified by refining the survey questions so that only one element of principals' leadership effectiveness was associated with one answer. The survey questions' responses were converted to a 6-point Likert scale so that the respondents had to choose a side of agree or a side of disagree. The 6-point Likert scale did not provide for a non-committal answer by the respondent on any question. The Likert scale categories included strongly agree, agree, somewhat agree, somewhat disagree, disagree, and strongly disagree. The surveys were administered to teachers and staff of principals who participated in the Master Principal Program for the 2015-2016 school year. Responses were collected by the candidate, and the respondents were kept confidential.

Following Institutional Review Board approval, the researcher conducted a pilot survey of elementary school teachers as a group and high school teachers as a group to test the construct and validity of the survey. Cronbach's Alpha was conducted to measure the reliability of the survey (Leech, Barrett, & Morgan, 2011). There were 32 total respondents to the secondary pilot survey with 26 valid responses, and 6 responses were invalid as they were incomplete. There were 25 total responses to the elementary pilot survey with 23 valid responses, and 2 responses were invalid as they were incomplete. Feedback on each survey question was gathered from the respondents to the pilot survey to determine if the survey questions were clear and understandable. The researcher deleted all incomplete responses gathered in the pilot survey and analyzed questions 8, 9, 10, 13, 19, 20, 21, and 33 to determine if those questions needed to be rewritten based on

feedback from the pilot respondents. These questions were determined to be valid after analyzing the questions along with the feedback and were left as written. Respondents gave feedback on questions concerning families versus caregivers, and these questions were left in the survey as they could prove relevant across the state in different communities with a greater variance of socioeconomic status. Question 26 regarding safeguarding the values of democracy was left as the respondents overall seemed to understand the meaning of this concept. The researcher deleted the statement in the instructions, which stated that numbers 1-6 were associated with the answers to the survey based on feedback from the respondents.

Data Collection Procedures

The researcher obtained permission to use and modify the optional LEADS survey from the Arkansas Department of Education. The researcher then modified the LEADS survey by simplifying questions and converting the responses to a 6-point Likert scale and submitted it to the Institutional Review Board for approval. The surveys were initially administered April 18, 2016 to teachers and staff of principals who participated in the Master Principal Program for the 2015-2016 school year with assistance from the Arkansas Leadership Academy. A link to the survey was emailed to each principal participating in the Master Principal Program, and the principals were asked to solicit responses from each of their faculties. Weekly reminders were sent to the principals asking for them to forward to their faculties for responses until the survey closed on May 31, 2016. Responses were collected by the candidate, and the respondents were kept confidential.

Analytical Methods

Data collected were coded according to school type and master principal program level using numbers to be statistically analyzed with the *IBM Statistical Packages for the Social Sciences Version 23*. Following accepted statistical practices suggested by Leech et al. (2011), descriptive statistics were analyzed to ensure the validity of the data and the data were checked for outliers. Levene's Test of Equality of Error Variances was used to check for homogeneity of variances, and the significance level of Levene's was used to determine the correct posthoc test to administer (Leech et al., 2011). A 2 x 3 factorial ANOVA was conducted for each of the six Hypotheses using school type and Master Principal Program Phase I, II, and III as the independent variables, and the dependent variable for each of the Hypotheses was meeting each of the six ISLLC standards as measured by the modified LEADS survey. The dependent variable to address Hypothesis 1 was the perception of meeting ISLLC Standard 1 as measured by the modified LEADS survey. The dependent variable to address Hypothesis 2 was the perception of meeting ISLLC Standard 2 as measured by the modified LEADS survey. The dependent variable to address Hypothesis 3 was the perception of meeting ISLLC Standard 3 as measured by the modified LEADS survey. The dependent variable to address Hypothesis 4 was the perception of meeting ISLLC Standard 4 as measured by the modified LEADS survey. The dependent variable to address Hypothesis 5 was the perception of meeting ISLLC Standard 5 as measured by the modified LEADS survey. The dependent variable to address Hypothesis 6 was the perception of meeting ISLLC Standard 6 as measured by the modified LEADS survey.

Limitations

Limitations are important to note to assist the reader to interpret results of most research studies. This study was limited to participants of the Master Principal Program in the 2015-2016 school year and provided feedback from one point in time. The timing of the survey was a limitation as the survey was administered at the end of the school year and some principals responded that their faculties were overwhelmed finishing up the school year and the principals did not feel comfortable assigning the survey as another task to complete at that time. Thus, the solicitation for responses did not reach the intended targets in these schools. There is also the possibility that the email carrying the information went to the wrong person or was blocked by email filters and never reached the intended respondents. Another limitation of a convenience survey is the lack of accountability of respondents to take the survey, and many choose not to participate in the survey. Some respondents do not find taking a survey to be convenient and refuse to take the survey. A longitudinal analysis could analyze the stakeholder perceptions of leadership effectiveness of the principals over time. Such an analysis could provide data proving principals' growth as a cohort of learners. Another limitation is that past Master Principal Program participants who graduated from Phase III were not compared in this study. Such an analysis could provide data and insight into lasting effects of the Master Principal Program on principals' leadership effectiveness. A third limitation is that designated Master Principals who not only completed Phase III but applied for and received Master Principal Designation were not included in this study. Studying designated Master Principals could provide an analysis comparing principals

who met the requirements of the rubric to become designated Master Principals to

principals merely enrolled in the Master Principal Program.

CHAPTER IV

RESULTS

The study was a quantitative, causal-comparative analysis of six hypotheses. The study used stakeholders of principals enrolled in Phase I, II, and III of the Master Principal Program facilitated by the Arkansas Leadership Academy. LEADS surveys were administered to teachers in schools of principals that were enrolled in the Master Principal Program. The surveys were administered within 72 schools in Arkansas and were coded as elementary or secondary based on the grade level that each respondent taught. The data collected were from surveys given during 2015-2016 school year. The data collected from all Phase III principals' stakeholders in both Elementary and Secondary were deleted due to an insufficient number of responses from the participants. Therefore, all six hypotheses were revised to reflect 2 x 2 between-group designs with the independent variables being Master Principal Phase (Phase I or II) and School Level (Elementary versus Secondary). The dependent variable for Hypothesis 1 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 1. The dependent variable for Hypothesis 2 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 2. The dependent variable for Hypothesis 3 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 3. The dependent variable for Hypothesis 4 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 4. The

dependent variable for Hypothesis 5 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 5. The dependent variable for Hypothesis 6 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 6. Hypotheses were analyzed with *IBM Statistical Packages for the Social Sciences Version 23*. Data for the hypotheses were collected and coded for Master Principal Phase and School Level. All six hypotheses were analyzed using a 2 x 2 factorial ANOVA using Master Principal Phase and School Level as the independent variables while stakeholder perceptions of principals' leadership effectiveness were the dependent variables. Two-tailed tests with .05 significance levels were used to test the null hypotheses. Pre-tests were conducted to assess assumptions of normality and homogeneity of variances before statistical analysis of all six hypotheses.

Hypothesis 1

The revised Hypothesis 1 stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 1 between principals who are enrolled in Phase I or II of the Master Principal Program as measured by the LEADS survey. The data set was examined for potential outliers, but no outliers were identified before analysis. The data were skewed with a skewness statistic of 1.79 but were left intact as the ANOVA is robust enough "so even a skewness of more than +/-1 may not change the results much" (Leech et al., 2011, p. 22). Table 1 displays the group means and standard deviations.

Table 1

Descriptive Statistics from LEADS Survey for ISLLC Standard 1

	School Level							
	Elementary			Secondary			Total	
Master Principal Phase	N	M	SD	N	M	SD	M	SD
Phase I	36	8.69	5.86	35	10.03	4.48	9.35	5.23
Phase II	37	9.22	5.75	14	12.36	5.99	10.08	5.93
Total	73	8.96	5.77	49	10.69	5.01	9.66	5.52

The Kolmogorov-Smirnov test was used to test for normality with $p < .05$ for Phase I, Phase II, Elementary, and Secondary, which indicated that the data were not normally distributed across all groups. However, factorial ANOVA is robust enough to withstand this violation (Leech et al., 2011). Levene's test for equality of variances was conducted within ANOVA and indicated homogeneity of variance across groups, $F(3, 118) = 0.45$, $p = .718$. The assumption of homogeneity of variances was not violated. To test this hypothesis, a 2 x 2 factorial ANOVA was conducted to evaluate the effects of School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus Phase II) on stakeholder perception of their principal's leadership effectiveness to meet ISLLC Standard 1 as measured by the LEADS survey. The results of the ANOVA are displayed in Table 2.

Table 2

Factorial ANOVA Results from LEADS Survey for ISLLC Standard 1

Source	SS	df	MS	F	p	ES
MPPhase	52.48	1	52.48	1.75	.189	0.015
SchLevel	129.36	1	129.36	4.31	.040	0.035
MPPhase*SchLevel	21.09	1	21.09	0.70	.404	0.006
Error	3540.10	118	30.00			

Insufficient evidence existed based on the interaction of the variables to reject the null hypothesis, $F(1, 118) = 0.70$, $p = .404$, $ES = 0.006$. The main effect for School Level was significant $F(1, 118) = 4.31$, $p = .040$, $ES = 0.035$ (see Figure 1).
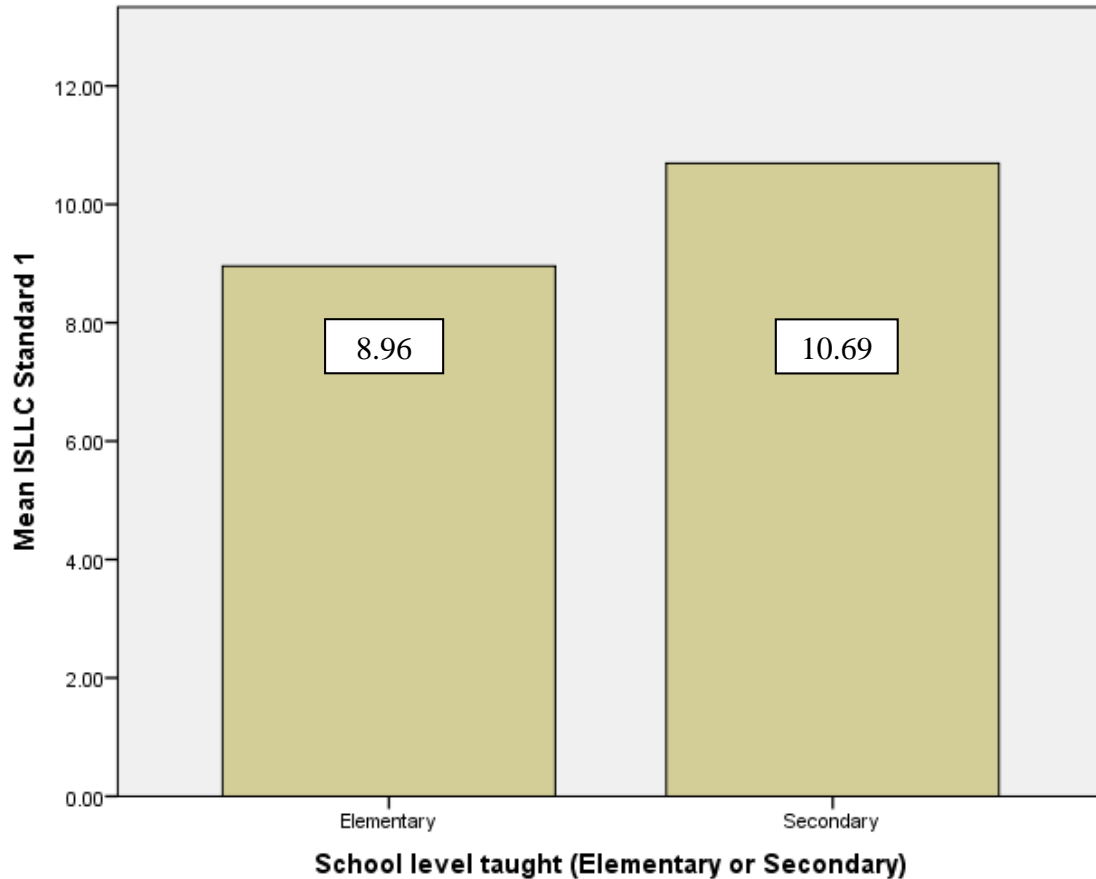
Figure 1. Mean ISLLC Standard 1 for School Level Main Effect.

Evidence was found to reject the null hypothesis for the main effect School Level. Stakeholder perceptions of elementary principals' leadership effectiveness were generally higher than stakeholder perceptions of secondary principals' leadership effectiveness. The main effect for Master Principal Phase was not significant $F(1, 118) = 1.75$, $p = .189$, $ES = 0.015$ (see Figure 2).
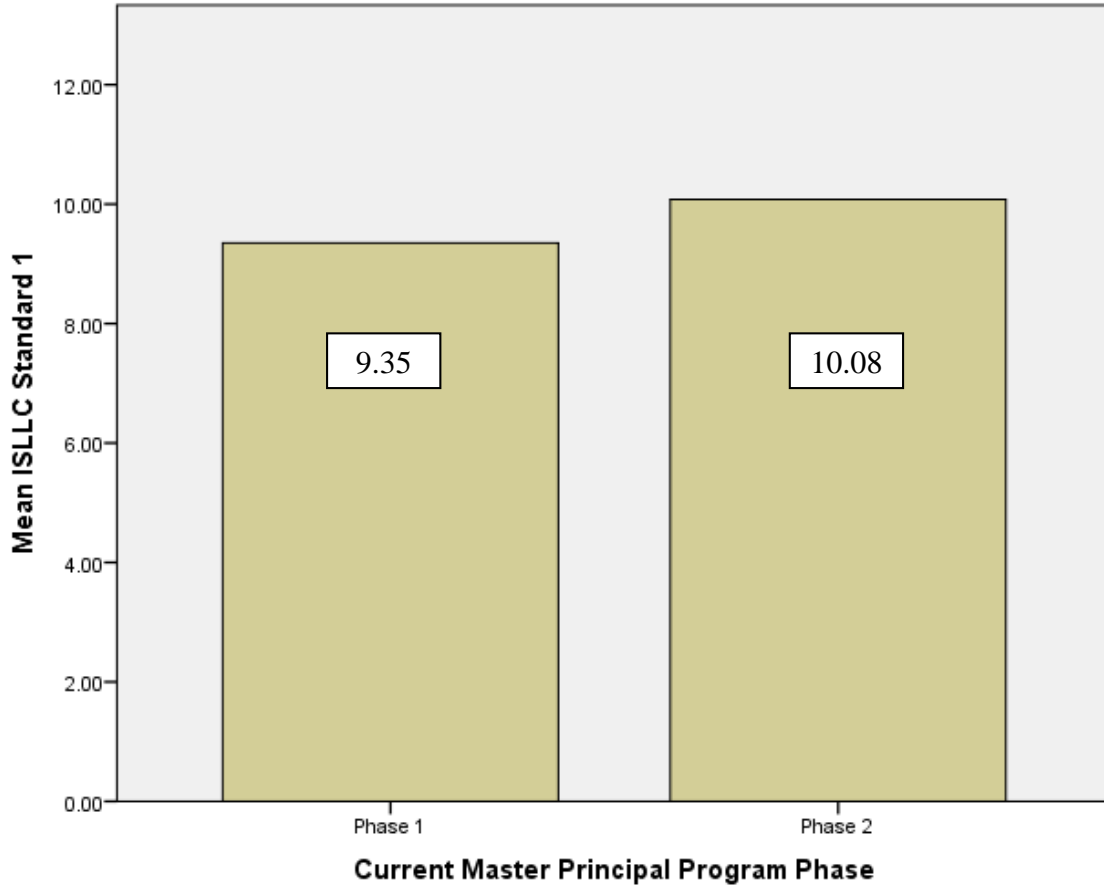
Figure 2. Mean ISLLC Standard 1 for Master Principal Phase Main Effect.

Insufficient evidence existed based on the main effect Master Principal Phase to reject the

null hypothesis. The assumptions of independent observations, homogeneity of variances,

and normal distributions of the dependent variable for each group were checked. The

assumptions of normality were violated. Thus, results should be viewed with caution.

Hypothesis 2

The revised Hypothesis 2 stated that no significant difference will exist by School

Level of stakeholder perceptions of their principals' leadership effectiveness in meeting

ISLLC Standard 2 between principals who are enrolled in Phase I or II of the Master

Principal Program as measured by the LEADS survey. The data set was examined for

potential outliers, but no outliers were identified before analysis. The data were skewed

with a skewness statistic of 1.50 but were left intact as the ANOVA is robust enough "so

even a skewness of more than +/-1 may not change the results much" (Leech et al., 2011,

p. 22). Table 3 displays the group means and standard deviations.

Table 3

Descriptive Statistics from LEADS Survey for ISLLC Standard 2

	School Level							
	Elementary			Secondary			Total	
Master Principal Phase	*N*	*M*	*SD*	*N*	*M*	*SD*	*M*	*SD*
Phase I	36	13.22	7.60	35	14.83	6.24	14.01	6.96
Phase II	37	13.78	7.50	14	18.00	9.39	14.94	8.19
Total	73	13.51	7.50	49	15.73	7.32	14.40	7.48

The Kolmogorov-Smirnov test was used to test for normality with $p < .05$ for

Phase I, Phase II, Elementary, and Secondary, which indicated that the data were not

normally distributed across all groups, however factorial ANOVA is robust enough to

withstand this violation (Leech et al., 2011). Levene's test for equality of variances was

conducted within ANOVA and indicated homogeneity of variance across groups, $F(3,$

$118) = 1.16$, $p = .330$. The assumption of homogeneity of variances was not violated. To

test this hypothesis, a 2 x 2 factorial ANOVA was conducted to evaluate the effects of

School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus

Phase II) on stakeholder perception of their principal's leadership effectiveness to meet

ISLLC Standard 2 as measured by the LEADS survey. The results of the ANOVA are

displayed in Table 4.

Table 4

Factorial ANOVA Results from LEADS Survey for ISLLC Standard 2

Source	SS	df	MS	F	p	ES
MPPhase	90.02	1	90.02	1.63	.204	0.014
SchLevel	219.00	1	219.00	3.97	.049	0.033
MPPhase*SchLevel	44.00	1	44.00	0.80	.374	0.007
Error	6617.45	118	55.23			

Insufficient evidence existed based on the interaction of the variables to reject the null

hypothesis, $F(1, 118) = 0.80$, $p = .374$, $ES = 0.007$ with a small effect size. The main

effect for School Level was significant and had a small effect size, $F(1, 118) = 3.97$, $p =$
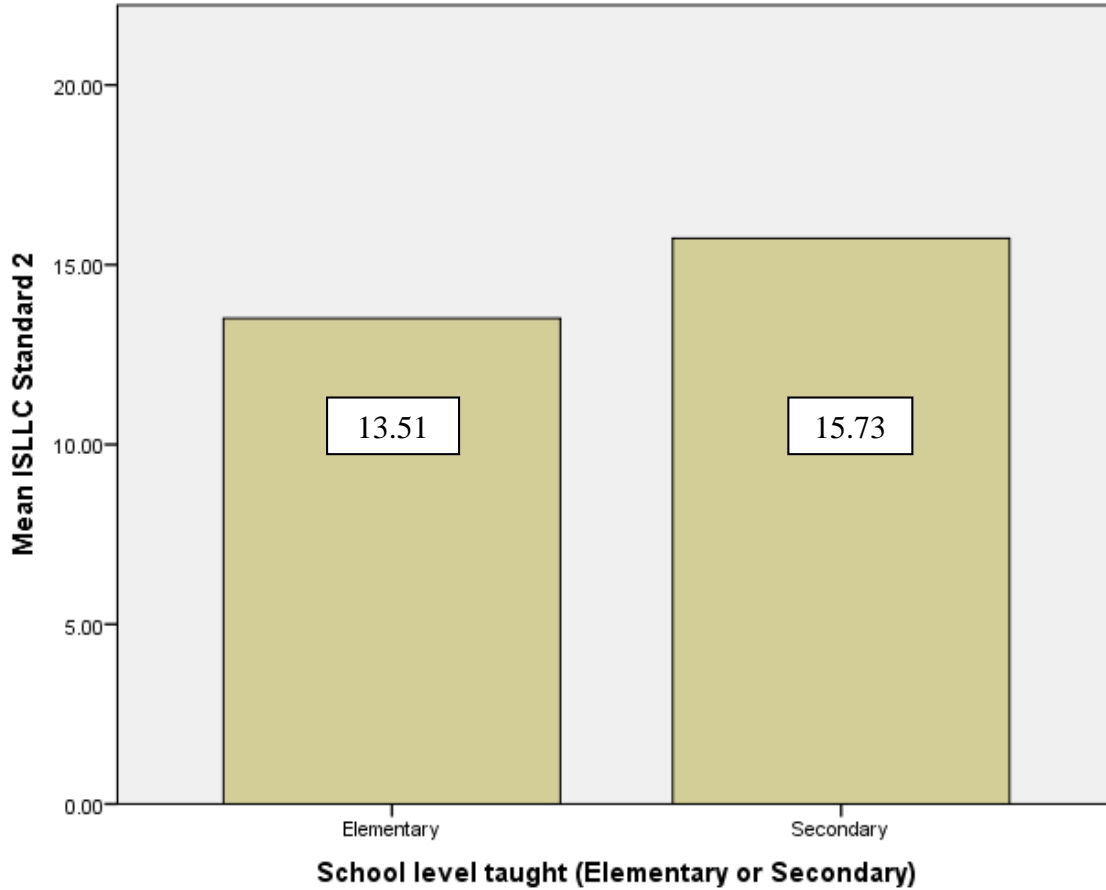
.049, $ES = 0.033$ (see Figure 3).

Figure 3. Mean ISLLC Standard 2 for School Level Main Effect.

Evidence was found to reject the null hypothesis for the main effect School Level.

Stakeholder perceptions of elementary principals' leadership effectiveness were generally

higher than stakeholder perceptions of secondary principals' leadership effectiveness.

The main effect for Master Principal Phase was not significant and had a small effect size

$F(1, 118) = .1.63$, $p = .204$, $ES = 0.014$ (see Figure 4).
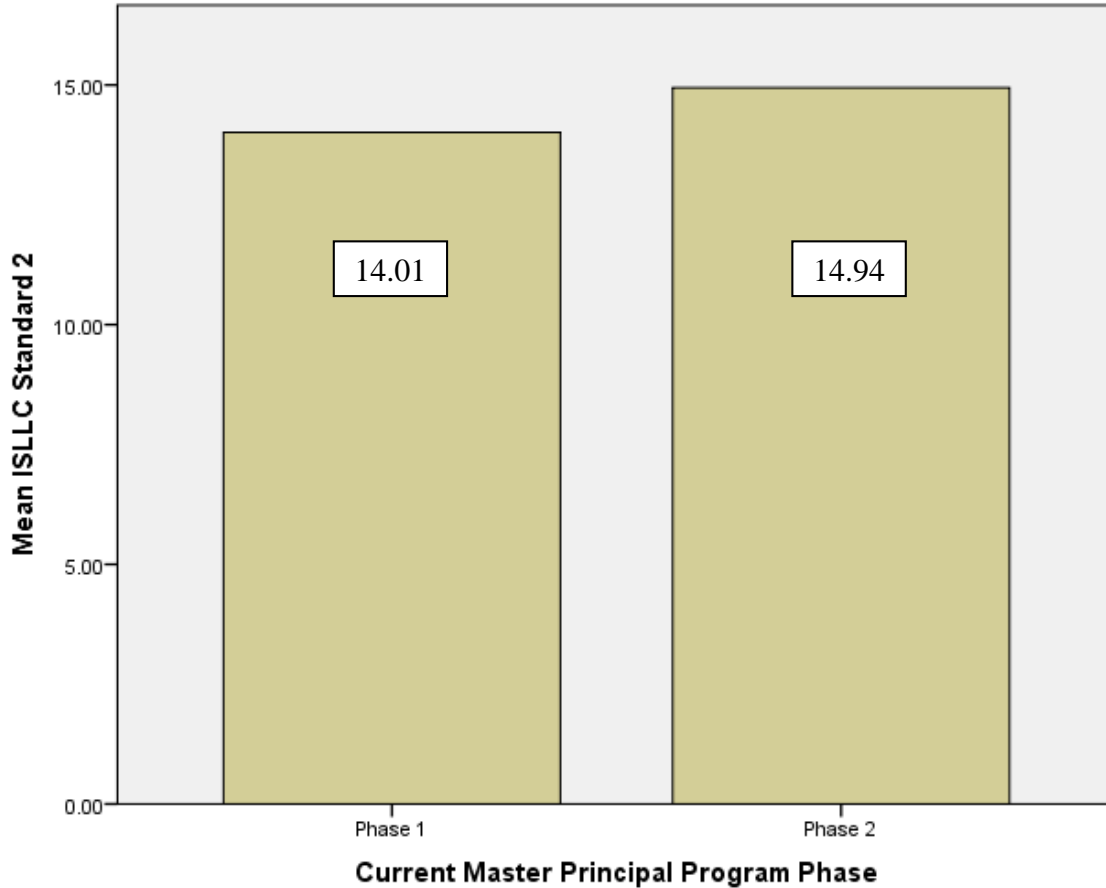
Figure 4. Mean ISLLC Standard 2 for Master Principal Phase Main Effect.

Insufficient evidence existed based on the main effect Master Principal Phase to reject the null hypothesis. The assumptions of independent observations, homogeneity of variances, and normal distributions of the dependent variable for each group were checked. The assumptions of normality were violated. Thus, results should be viewed with caution.

Hypothesis 3

The revised Hypothesis 3 stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 3 between principals who are enrolled in Phase I or II of the Master

Principal Program as measured by the LEADS survey. The data set was examined for potential outliers, but no outliers were identified prior to analysis. The data were skewed with a skewness statistic of 1.64 but were left intact as the ANOVA is robust enough "so even a skewness of more than +/-1 may not change the results much" (Leech et al., 2011, p. 22). Table 5 displays the group means and standard deviations.

Table 5

Descriptive Statistics from LEADS Survey for ISLLC Standard 3

| | School Level | | | | | | | |
| | Elementary | | | Secondary | | | Total | |
Master Principal Phase	*N*	*M*	*SD*	*N*	*M*	*SD*	*M*	*SD*
Phase I	36	11.72	6.85	35	12.51	5.43	12.11	6.16
Phase II	37	12.05	6.65	14	13.64	6.56	12.49	6.60
Total	73	11.89	6.70	49	12.83	5.73	12.27	6.32

The Kolmogorov-Smirnov test was used to test for normality with $p < .05$ for Phase I, Phase II, Elementary, and Secondary, which indicated that the data were not normally distributed across all groups. However, factorial ANOVA is robust enough to withstand this violation (Leech et al., 2011). Levene's test for equality of variances was conducted within ANOVA and indicated homogeneity of variance across groups, $F(3, 118) = 0.12$, $p = .949$. The assumption of homogeneity of variances was not violated. To test this hypothesis, a 2 x 2 factorial ANOVA was conducted to evaluate the effects of School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus

Phase II) on stakeholder perception of their principal's leadership effectiveness to meet

ISLLC Standard 3 as measured by the LEADS survey. The results of the ANOVA are

displayed in Table 6.

Table 6

Factorial ANOVA Results from LEADS Survey for ISLLC Standard 3

Source	SS	df	MS	F	p	ES
MPPhase	13.78	1	13.78	0.34	.561	0.003
SchLevel	36.62	1	36.62	0.90	.344	0.008
MPPhase*SchLevel	4.10	1	4.10	0.10	.751	0.001
Error	4795.07	118	40.64			

Insufficient evidence existed based on the interaction of the variables to reject the

null hypothesis, $F(1, 118) = 0.10$, $p = .751$, $ES = 0.001$ and had a small effect size. The

main effect for School Level was not significant and had a small effect size, $F(1, 118) =$
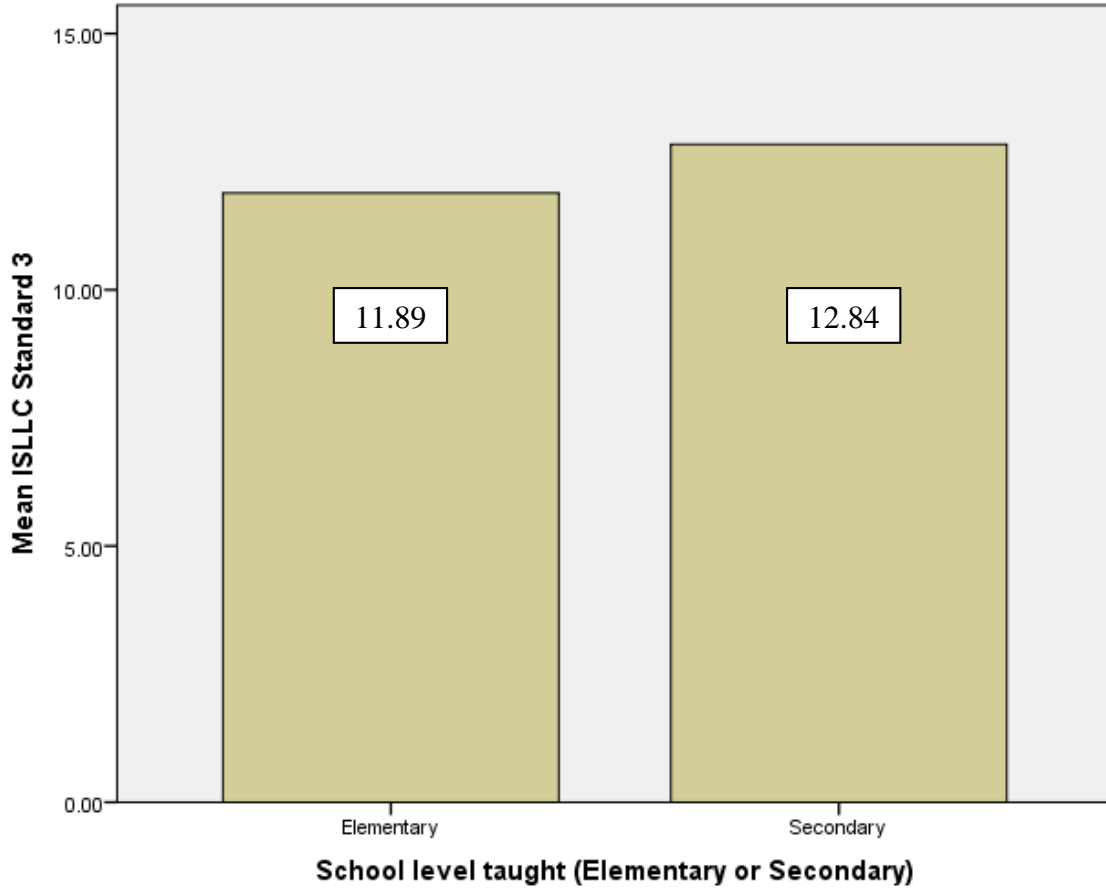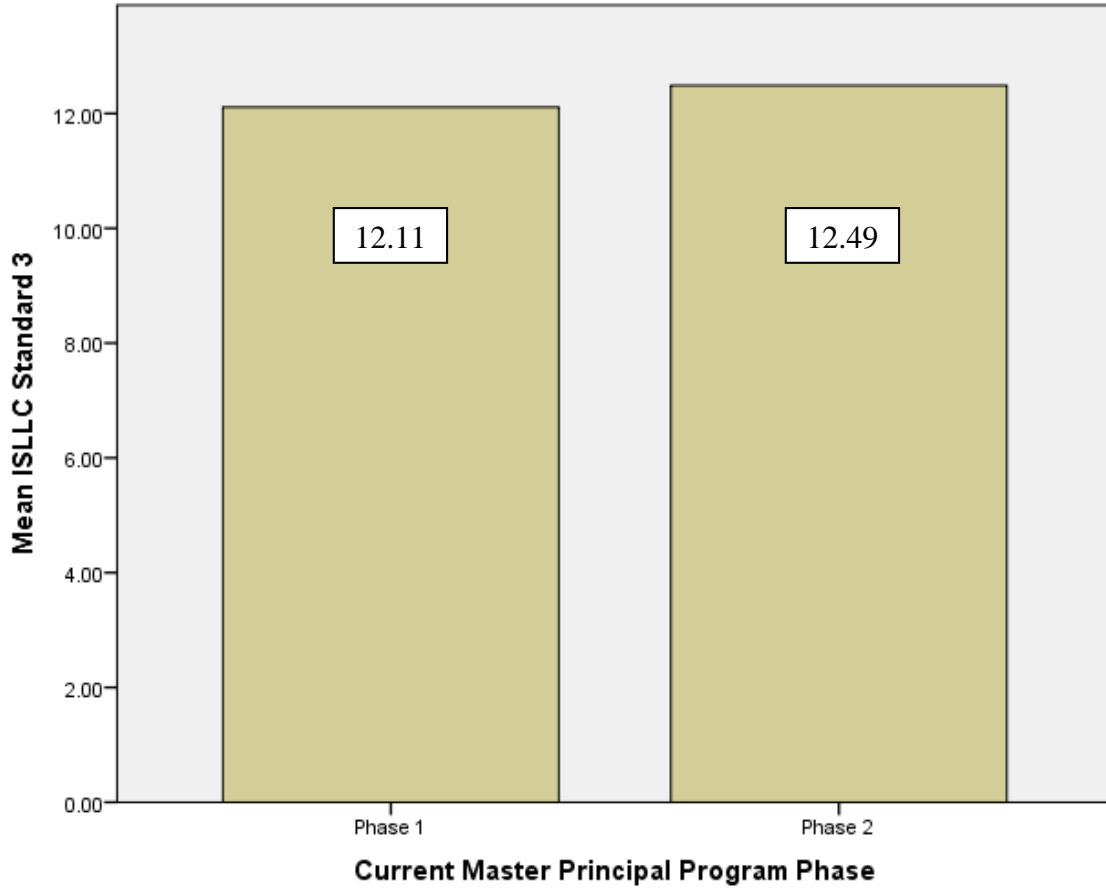
0.90, $p = .344$, $ES = 0.008$ (see Figure 5).

Figure 5. Mean ISLLC Standard 3 for School Level Main Effect.

Insufficient evidence was found to reject the null hypothesis for the main effect School

Level. The main effect for Master Principal Phase was not significant and had a small

effect size, $F(1, 118) = 0.34$, $p = .561$, $ES = 0.003$ (see Figure 6).

Figure 6. Mean ISLLC Standard 3 for Master Principal Phase Main Effect.

Insufficient evidence existed based on the main effect Master Principal Phase to reject the

null hypothesis. The assumptions of independent observations, homogeneity of variances,

and normal distributions of the dependent variable for each group were checked. The

assumptions of normality were violated. Thus, results should be viewed with caution.

Hypothesis 4

Hypothesis 4 stated that no significant difference will exist by School Level of

stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC

Standard 4 between principals who are enrolled in Phase I or II of the Master Principal

Program as measured by the LEADS survey. The data set was examined for potential

outliers, but no outliers were identified prior to analysis. The data were skewed with a skewness statistic of 1.70 but were left intact as the ANOVA is robust enough "so even a skewness of more than +/-1 may not change the results much" (Leech et al., 2011, p. 22). Table 7 displays the group means and standard deviations.

Table 7

Descriptive Statistics from LEADS Survey for ISLLC Standard 4

	School Level							
	Elementary			Secondary			Total	
Master Principal Phase	*N*	*M*	*SD*	*N*	*M*	*SD*	*M*	*SD*
Phase I	36	11.61	6.47	35	11.63	4.39	11.62	5.50
Phase II	37	12.14	6.65	14	13.86	5.33	12.61	6.32
Total	73	11.88	6.52	49	12.27	4.73	12.03	5.85

The Kolmogorov-Smirnov test was used to test for normality with $p < .05$ for Phase I, Phase II, Elementary, and Secondary, which indicated that the data were not normally distributed across all groups. However, factorial ANOVA is robust enough to withstand this violation (Leech et al., 2011). Levene's test for equality of variances was conducted within ANOVA and indicated homogeneity of variance across groups, $F(3, 118) = 0.49$, $p = .693$. The assumption of homogeneity of variances was not violated. To test this hypothesis, a 2 x 2 factorial ANOVA was conducted to evaluate the effects of School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus Phase II) on stakeholder perception of their principal's leadership effectiveness to meet

ISLLC Standard 3 as measured by the LEADS survey. The results of the ANOVA are

displayed in Table 8.

Table 8

Factorial ANOVA Results from LEADS Survey for ISLLC Standard 4

Source	SS	df	MS	F	p	ES
MPPhase	48.94	1	48.94	1.42	.237	0.012
SchLevel	19.55	1	19.55	0.57	.454	0.005
MPPhase*SchLevel	18.77	1	18.77	0.54	.463	0.005
Error	4082.77	118	34.60			

Insufficient evidence existed based on the interaction of the variables to reject the

null hypothesis, $F(1, 118) = 0.54$, $p = .463$, $ES = 0.005$ and had a small effect size. The

main effect for School Level was not significant and had a small effect size, $F(1, 118) =$
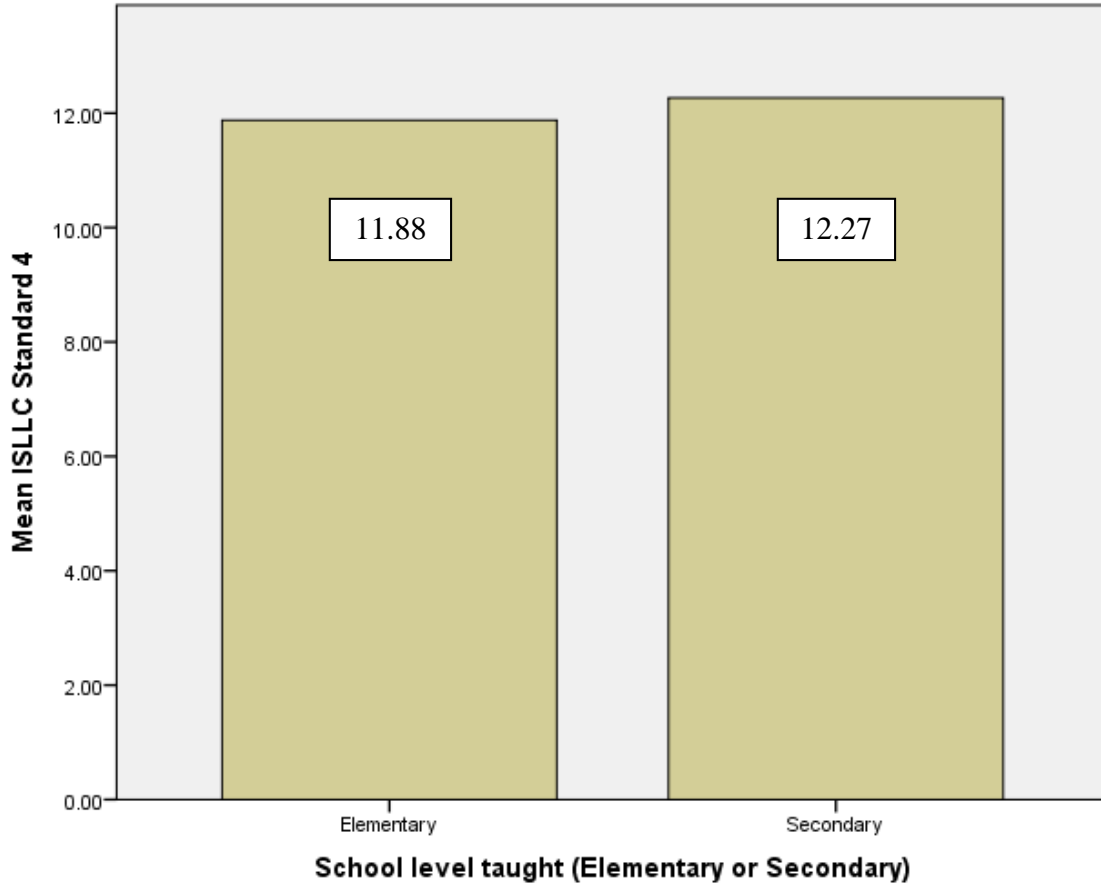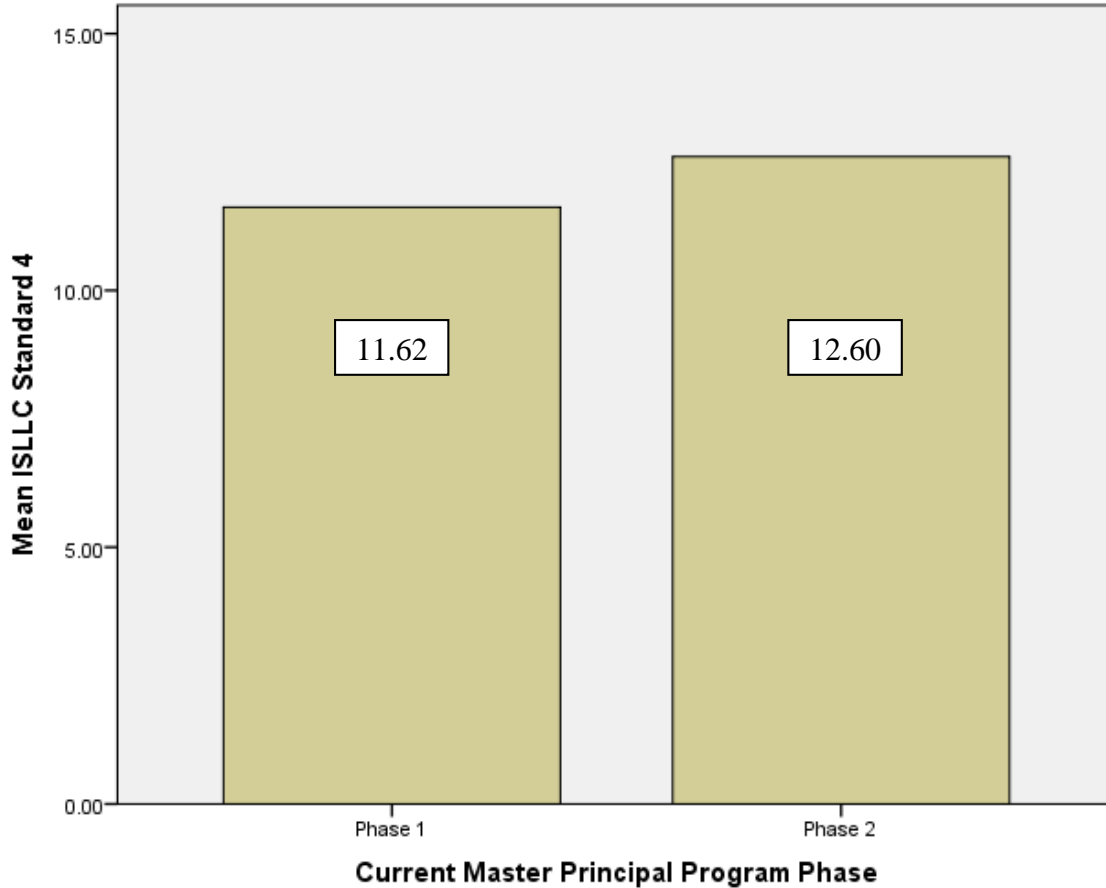
0.57, $p = .454$, $ES = 0.005$ (see Figure 7).

Figure 7. Mean ISLLC Standard 4 for School Level Main Effect.

Insufficient evidence existed based on the main effect School Level to reject the null hypothesis. The main effect for Master Principal Phase was not significant and had a small effect size, $F(1, 118) = 1.42$, $p = .237$, $ES = 0.012$ (see Figure 8).

Figure 8. Mean ISLLC Standard 4 for Master Principal Phase Main Effect.

Insufficient evidence existed based on the main effect Master Principal Phase to reject the

null hypothesis. The assumptions of independent observations, homogeneity of variances,

and normal distributions of the dependent variable for each group were checked. The

assumptions of normality were violated. Thus, results should be viewed with caution.

Hypothesis 5

Hypothesis 5 stated that no significant difference will exist by School Level of

stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC

Standard 5 between principals who are enrolled in Phase I or II of the Master Principal

Program as measured by the LEADS survey. The data set was examined for potential

outliers, but no outliers were identified prior to analysis. The data were skewed with a skewness statistic of 1.80 but were left intact as the ANOVA is robust enough "so even a skewness of more than +/-1 may not change the results much" (Leech et al., 2011, p. 22). Table 9 displays the group means and standard deviations.

Table 9

Descriptive Statistics from LEADS Survey for ISLLC Standard 5

	School Level							
	Elementary			Secondary			Total	
Master Principal Phase	N	M	SD	N	M	SD	M	SD
Phase I	36	15.33	9.52	35	15.74	6.29	15.54	8.04
Phase II	37	15.62	9.37	14	20.93	11.08	17.08	10.04
Total	73	15.48	9.38	49	17.22	8.18	16.18	8.92

The Kolmogorov-Smirnov test was used to test for normality with $p < .05$ for Phase I, Phase II, Elementary, and Secondary, which indicated that the data were not normally distributed across all groups. However, factorial ANOVA is robust enough to withstand this violation (Leech et al., 2011). Levene's test for equality of variances was conducted within ANOVA and indicated homogeneity of variance across groups, $F(3, 118) = 0.98$, $p = .404$. Thus, the assumption of homogeneity of variances was not violated. To test this hypothesis, a 2 x 2 factorial ANOVA was conducted to evaluate the effects of School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus Phase II) on stakeholder perception of their principal's leadership effectiveness

to meet ISLLC Standard 5 as measured by the LEADS survey. The results of the

ANOVA are displayed in Table 10.

Table 10

Factorial ANOVA Results from LEADS Survey for ISLLC Standard 5

Source	*SS*	*df*	*MS*	*F*	*p*	*ES*
MPPhase	193.56	1	193.56	2.46	.119	0.020
SchLevel	211.09	1	211.09	2.69	.104	0.022
MPPhase*SchLevel	154.94	1	154.94	1.97	.163	0.016
Error	9272.32	118	78.58			

Insufficient evidence existed based on the interaction of the variables to reject the null

hypothesis, $F(1, 118) = 1.97$, $p = .163$, $ES = 0.016$ and had a small effect size. The main

effect for School Level was not significant and had a small effect size, $F(1, 118) = 2.69$, p
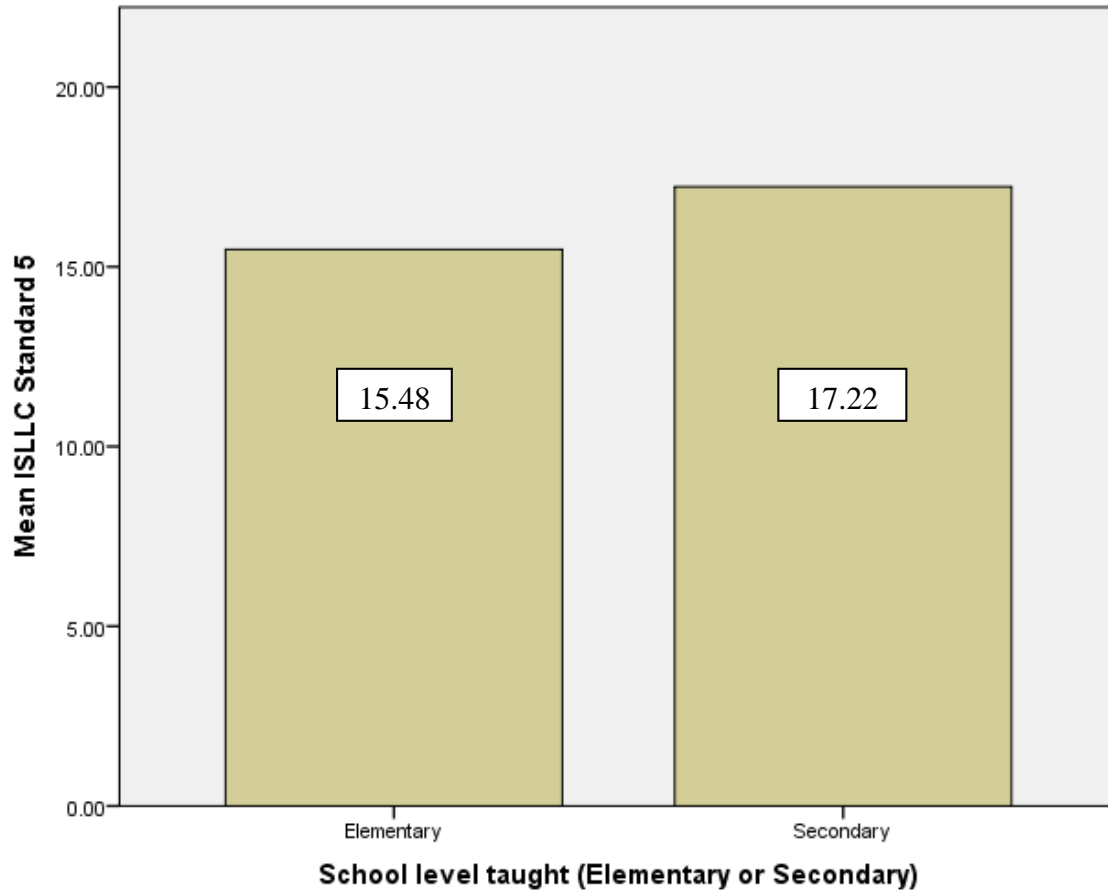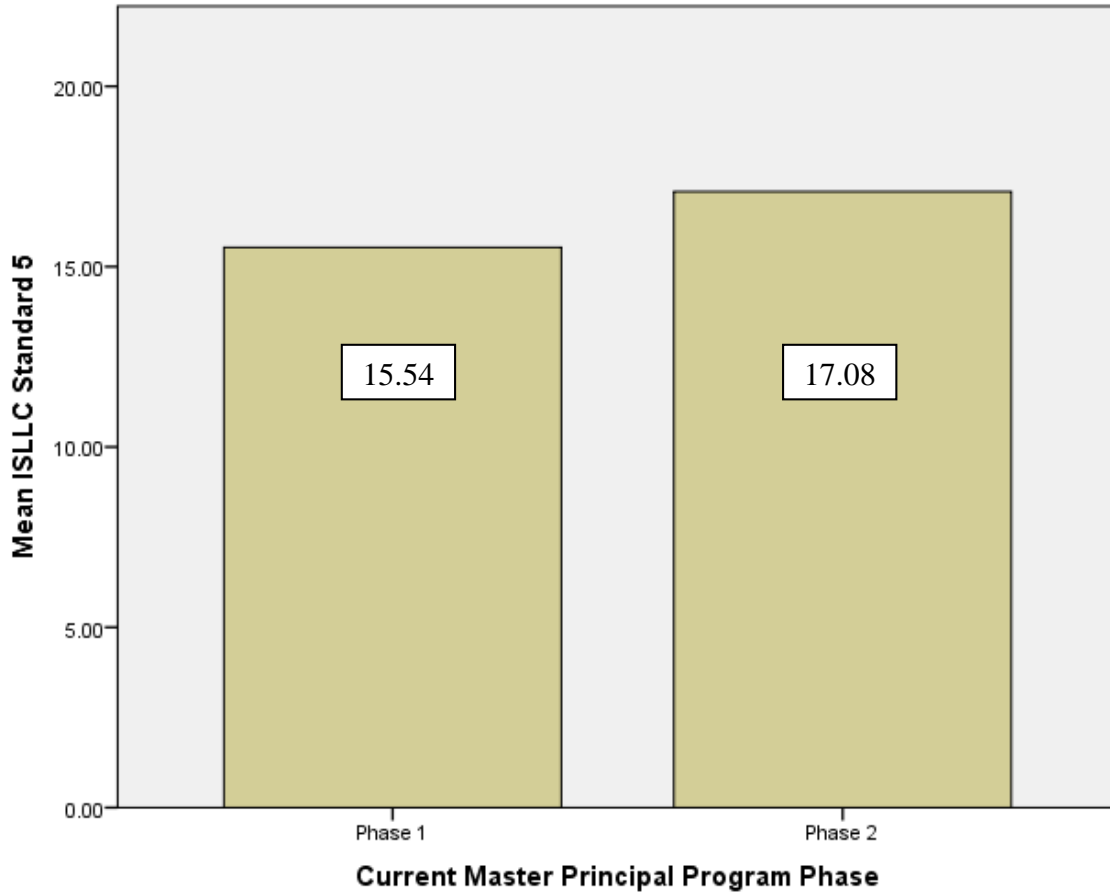
$= .104$, $ES = 0.022$ (see Figure 9).

Figure 9. Mean ISLLC Standard 5 for School Level Main Effect.

Insufficient evidence existed based on the main effect School Level to reject the null

hypothesis. The main effect for Master Principal Phase was not significant and had a

small effect size, $F(1, 118) = 2.46$, $p = .119$, $ES = 0.020$ (see Figure 10) .

Figure 10. Mean ISLLC Standard 5 for Master Principal Phase Main Effect.

Insufficient evidence existed based on the main effect Master Principal Phase to reject the

null hypothesis. The assumptions of independent observations, homogeneity of variances,

and normal distributions of the dependent variable for each group were checked. The

assumptions of normality were violated. Thus, results should be viewed with caution.

Hypothesis 6

Hypothesis 6 stated that no significant difference will exist by School Level of

stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC

Standard 6 between principals who are enrolled in Phase I or II of the Master Principal

Program as measured by the LEADS survey. The data set was examined for potential

outliers, but no outliers were identified before analysis. The data were skewed with a skewness statistic of 2.09 but were left intact as the ANOVA is robust enough "so even a skewness of more than +/-1 may not change the results much" (Leech et al., 2011, p. 22). Table 11 displays the group means and standard deviations.

Table 11

Descriptive Statistics from LEADS Survey for ISLLC Standard 6

| | School Level | | | | | | | |
| | Elementary | | | Secondary | | | Total | |
Master Principal Phase	N	M	SD	N	M	SD	M	SD
Phase I	36	9.92	5.56	35	10.51	3.84	11.01	5.65
Phase II	37	10.65	6.28	14	12.21	4.58	11.08	5.86
Total	73	10.29	5.91	49	11.00	4.09	10.57	5.24

The Kolmogorov-Smirnov test was used to test for normality with $p < .05$ for Phase I, Phase II, Elementary, and Secondary, which indicated that the data were not normally distributed across all groups. However, factorial ANOVA is robust enough to withstand this violation (Leech et al., 2011). Levene's test for equality of variances was conducted within ANOVA and indicated homogeneity of variance across groups, $F(3, 118) = 0.71, p = .548$. Thus, the assumption of homogeneity of variances was not violated. To test this hypothesis, a 2 x 2 factorial ANOVA was conducted to evaluate the effects of School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus Phase II) on stakeholder perception of their principal's leadership effectiveness

to meet ISLLC Standard 6 as measured by the LEADS survey. The results of the

ANOVA are displayed in Table 12.

Table 12

Factorial ANOVA Results from LEADS Survey for ISLLC Standard 6

Source	SS	df	MS	F	p	ES
MPPhase	38.21	1	38.21	1.38	.243	0.012
SchLevel	30.23	1	30.23	1.09	.299	0.009
MPPhase*SchLevel	6.05	1	6.05	0.22	.641	0.002
Error	3274.28	118	27.75			

Insufficient evidence existed based on the interaction of the variables to reject the null hypothesis, $F(1, 118) = 0.22$, $p = .641$, $ES = 0.002$ and had a small effect size. The main effect for School Level was not significant and had a small effect size, $F(1, 118) = 1.09$, $p = .299$, $ES = 0.009$ (see Figure 11).
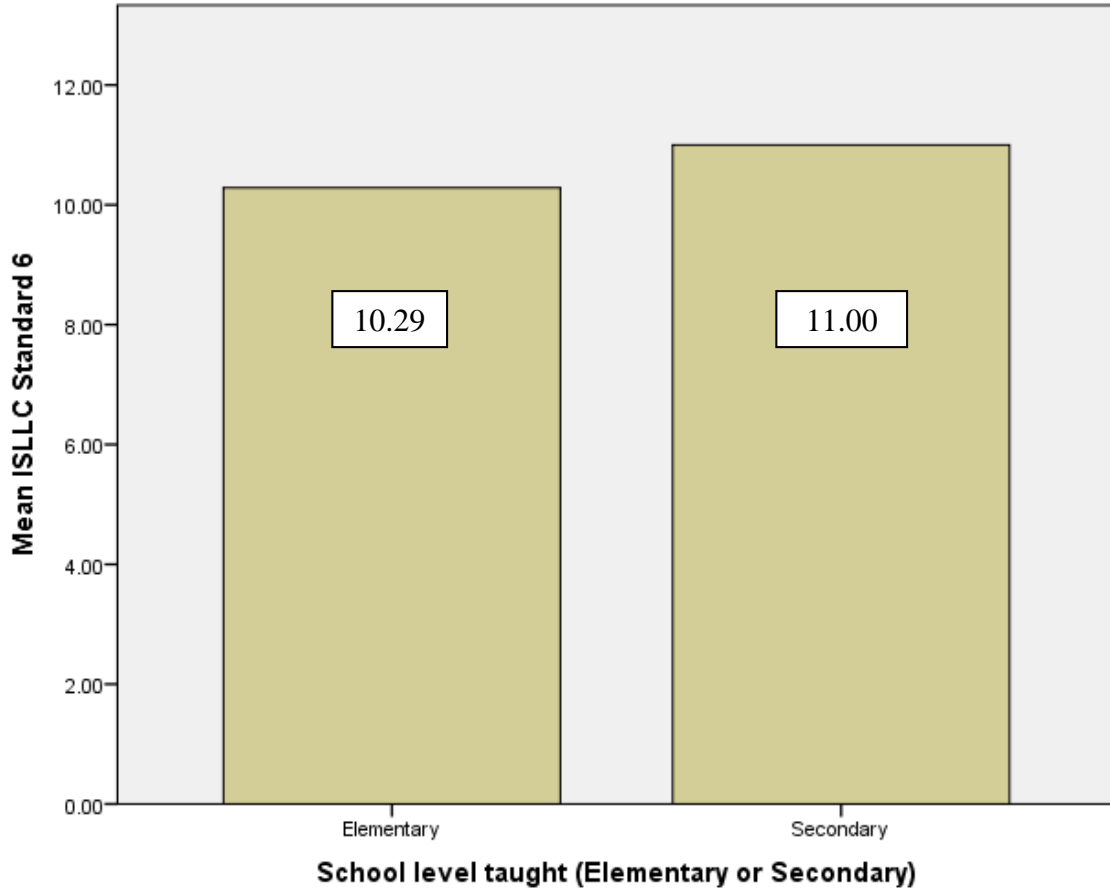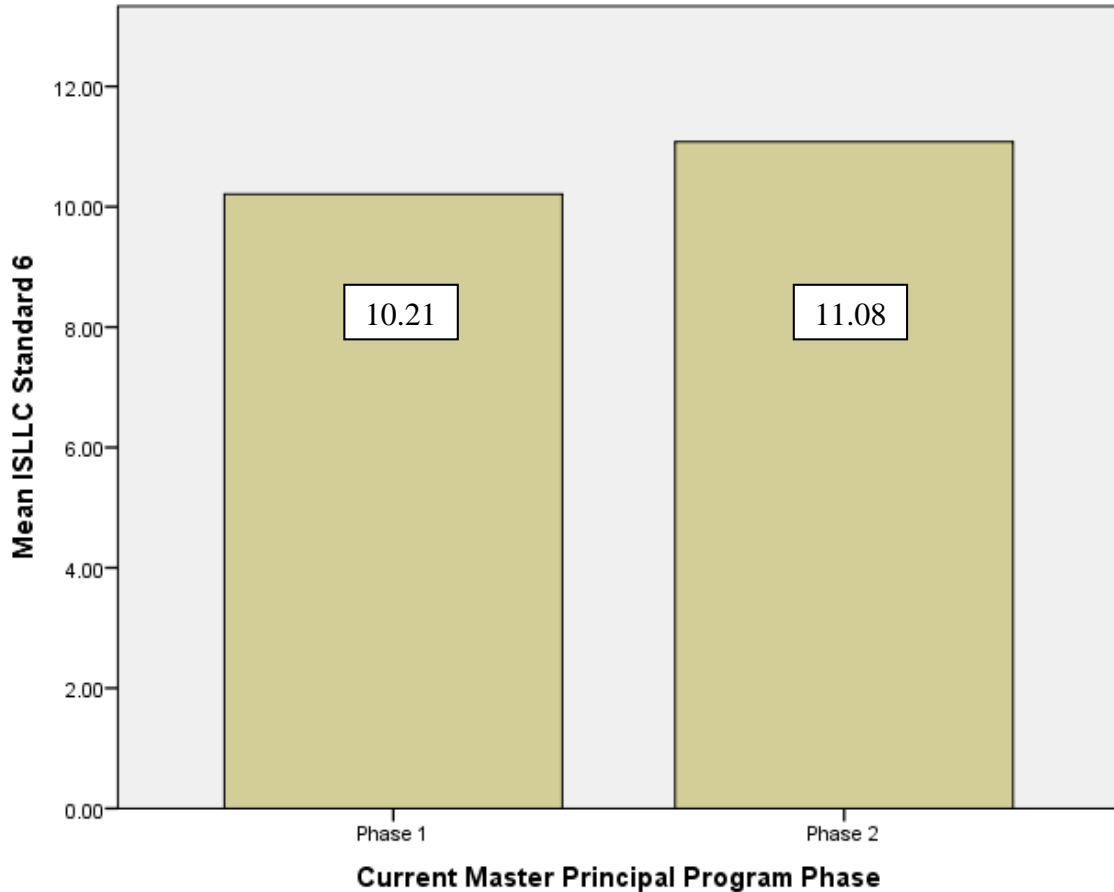
Figure 11. Mean ISLLC Standard 6 for School Level Main Effect.

Insufficient evidence existed based on the main effect School Level to reject the null hypothesis. The main effect for Master Principal Phase was not significant and had a small effect size, $F(1, 118) = 1.38$, $p = .243$, $ES = 0.012$ (see Figure 12).

Figure 12. Mean ISLLC Standard 6 for Master Principal Phase Main Effect.

Insufficient evidence existed based on the main effect Master Principal Phase to reject the

null hypothesis. The assumptions of independent observations, homogeneity of variances,

and normal distributions of the dependent variable for each group were checked. The

assumptions of normality were violated. Thus, results should be viewed with caution.

Summary

In summary, this study contained six hypotheses. All hypotheses used a 2 x 2

factorial between-groups design. The purpose of the study was to determine the effects of

School Level (Elementary versus Secondary) by Master Principal Phase (Phase I versus

Phase II) on stakeholder perceptions of their principal's leadership effectiveness to meet

the six ISLLC Standards as measured by the LEADS survey. The same sample was used in the six hypotheses. A summary of the findings of each of the hypotheses is presented in Table 13.

Table 13

Summary of Statistically Significant Results for Hypotheses 1-6

Source	Hyp 1	Hyp 2	Hyp 3	Hyp 4	Hyp 5	Hyp 6
MPPhase	NS	NS	NS	NS	NS	NS
SchLevel	Sig	Sig	NS	NS	NS	NS
MPPhase*SchLevel	NS	NS	NS	NS	NS	NS

There were no statistically significant differences in the interactions for School Level by Master Principal Phase for all six hypotheses. The main effect of School Level was significant for Hypotheses 1 and 2, both with a small effect size. The main effect of Master Principal Phase was not significant for any of the six hypotheses.

CHAPTER V

DISCUSSION

The purpose of this study was to examine the effects that School Level along with

participation in the Master Principal Institute had on stakeholder's perceptions of

principals' leadership effectiveness in relation to the ISLLC 2008 standards. This chapter

will provide a discussion of the results of the research. Additionally, the findings of each

of the six hypotheses will be discussed along with implications that this research study

has on current practice. This chapter will conclude with recommendations for current

practice along with recommendations for further research.

Conclusions

The following statistical analyses were used to address the six hypotheses for this

study. A 2 x 2 factorial ANOVA was used to analyze all six hypotheses with Master

Principal Phase and School Level as the independent variables. The dependent variable

for Hypothesis 1 was stakeholder perception of the principal's leadership effectiveness

regarding ISLLC Standard 1. The dependent variable for Hypothesis 2 was stakeholder

perception of the principal's leadership effectiveness regarding ISLLC Standard 2. The

dependent variable for Hypothesis 3 was stakeholder perception of the principal's

leadership effectiveness regarding ISLLC Standard 3. The dependent variable for

Hypothesis 4 was stakeholder perception of the principal's leadership effectiveness

regarding ISLLC Standard 4. The dependent variable for Hypothesis 5 was stakeholder

perception of the principal's leadership effectiveness regarding ISLLC Standard 5. The dependent variable for Hypothesis 6 was stakeholder perception of the principal's leadership effectiveness regarding ISLLC Standard 6. Interaction of the independent variables was analyzed along with the results of the main effect of each of the independent variables on the dependent variable. Two-tailed tests with .05 significance levels were used to test the null hypotheses.

Hypothesis 1

Hypothesis 1, as revised, stated that no significant difference will exist by school type of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 1 between principals who are enrolled in Phase I or Phase II of the Master Principal Program as measured by the LEADS survey. There was no significant interaction found when comparing the interaction of Master Principal Phase and School Level. When placed together, Master Principal Phase and School Level did not affect the stakeholders' perceptions of the principal's leadership on ISLLC Standard 1, and the null hypothesis could not be rejected for the interaction effect. Analyzing the main effect of Master Principal Phase showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 1 and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in Phase I versus principals in Phase II showed that both sets of principals were regarded fairly evenly with regard to their leadership effectiveness on ISLLC Standard 1. Principals in Phase I received a lower scale score mean indicating that their stakeholders somewhat agreed that Phase I principals demonstrated leadership effectiveness, while principals in Phase II received a slightly higher scale score mean indicating that their stakeholders also

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somewhat agreed that Phase II principals demonstrated leadership effectiveness in regard to ISLLC Standard 1. Analyzing the main effect of School Level showed that there was a significant effect on stakeholders' perceptions of principals' leadership effectiveness on ISLLC Standard 1 and the null hypothesis could be rejected for this effect. Comparing the means of principals in elementary versus secondary schools showed that both sets of principals were regarded as demonstrating effective leadership in regard to ISLLC Standard 1. However, elementary principals received a lower scale score mean indicating that their stakeholders agreed more strongly that elementary principals demonstrated leadership effectiveness while secondary principals received a slightly higher scale score mean indicating that their stakeholders somewhat agreed that secondary principals demonstrated leadership effectiveness in regard to ISLLC Standard 1. The results of this analysis show that School Level does impact the perceptions' of stakeholders in regard to principals' leadership effectiveness in regard to ISLLC Standard 1, and the null hypothesis can be rejected for this effect.

Hypothesis 2

Hypothesis 2, as revised, stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 2 between principals who are enrolled in Phase I or Phase II of the Master Principal Program as measured by the LEADS survey. There was no significant interaction found when comparing the interaction of Master Principal Phase and School Level. When placed together, Master Principal Phase and School Level did not affect the stakeholders' perceptions of the principal's leadership on ISLLC Standard 2, and the null hypothesis could not be rejected for the interaction effect. Analyzing the main effect of

Master Principal Phase showed that there was no significant effect on stakeholders'

perceptions of principals' leadership on ISLLC Standard 2 and the null hypothesis could

not be rejected for this main effect. Comparing the means of principals in Phase I versus

principals in Phase II showed that both sets of principals were regarded fairly evenly with

regard to their leadership effectiveness on ISLLC Standard 2. Principals in Phase I

received a scale score mean indicating that their stakeholders somewhat agreed that Phase

I principals demonstrated leadership effectiveness, and principals in Phase II also

received a scale score mean indicating that their stakeholders also somewhat agreed that

Phase II principals demonstrated leadership effectiveness in regard to ISLLC Standard 2.

Analyzing the main effect of School Level showed a significant effect on stakeholders'

perceptions of principals' leadership effectiveness on ISLLC Standard 2, and the null

hypothesis could be rejected for this effect. Comparing the means of principals in

elementary versus secondary schools showed that stakeholders' perceptions of

elementary principals were better regarding the principals' leadership effectiveness in

regard to ISLLC Standard 2. Elementary principals received a lower scale score mean

indicating that their stakeholders somewhat agreed that elementary principals

demonstrated leadership effectiveness while secondary principals received a scale score

mean indicating that their stakeholders somewhat disagreed that secondary principals

demonstrated leadership effectiveness in regard to ISLLC Standard 2. The results of this

analysis show that School Level does impact the perceptions' of stakeholders in regard to

principals' leadership effectiveness in regard to ISLLC Standard 2 and the null

hypothesis can be rejected for this effect.

Hypothesis 3

Hypothesis 3, as revised, stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 3 between principals who are enrolled in Phase I or Phase II of the Master Principal Program as measured by the LEADS survey. There was no significant interaction found when comparing the Master Principal Phase and School Level. When placed together, Master Principal Phase and School Level did not affect the stakeholders' perceptions of the principal's leadership on ISLLC Standard 3, and the null hypothesis could not be rejected for the interaction effect. Analyzing the main effect of Master Principal Phase showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 3, and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in Phase I versus principals in Phase II showed that both sets of principals were regarded fairly evenly with regard to their leadership effectiveness on ISLLC Standard 3. Principals in Phase I received a slightly lower scale score mean indicating that their stakeholders somewhat agreed that Phase I principals demonstrated leadership effectiveness, and principals in Phase II received a slightly higher scale score mean indicating that their stakeholders also somewhat agreed that Phase 2 principals demonstrated leadership effectiveness in regard to ISLLC Standard 3. Analyzing the main effect of School Level showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 3, and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in elementary versus secondary schools showed unevenness in stakeholders' perceptions regarding the principals demonstrating effective leadership in

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regard to ISLLC Standard 3. Elementary principals received a lower scale score mean indicating that their stakeholders somewhat agreed that elementary principals demonstrated leadership effectiveness while secondary principals received a higher scale score mean indicating that their stakeholders also somewhat agreed that secondary principals demonstrated leadership effectiveness in regard to ISLLC Standard 3.

Hypothesis 4

Hypothesis 4, as revised, stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 4 between principals who are enrolled in Phase I or Phase II of the Master Principal Program as measured by the LEADS survey. There was no significant interaction found when comparing the interaction of Master Principal Phase and School Level. When placed together, Master Principal Phase and School Level did not affect the stakeholders' perceptions of the principal's leadership on ISLLC Standard 4, and the null hypothesis could not be rejected for the interaction effect. Analyzing the main effect of Master Principal Phase showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 4, and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in Phase I versus principals in Phase II showed that both sets of principals were regarded fairly evenly in regard to their leadership effectiveness on ISLLC Standard 4. Principals in Phase I received a slightly lower scale score mean indicating that their stakeholders somewhat agreed that Phase I principals demonstrated leadership effectiveness, and principals in Phase II received a slightly higher scale score mean indicating that their stakeholders also somewhat agreed that Phase II principals demonstrated leadership effectiveness in regard

to ISLLC Standard 4. Analyzing the main effect of School Level showed that there was no significant effect on stakeholders' perceptions of principals' leadership effectiveness on ISLLC Standard 4, and the null hypothesis could not be rejected for this effect either. Comparing the means of principals in elementary versus secondary schools showed that both sets of principals were regarded fairly evenly with regard to their leadership effectiveness on ISLLC Standard 4. However, elementary principals received a slightly lower scale score mean indicating that their stakeholders somewhat agreed that elementary principals demonstrated leadership effectiveness while secondary principals received a slightly higher scale score mean indicating that their stakeholders also somewhat agreed that secondary principals demonstrated leadership effectiveness in regard to ISLLC Standard 4.

Hypothesis 5

Hypothesis 5, as revised, stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 5 between principals who are enrolled in Phase I or Phase II of the Master Principal Program as measured by the LEADS survey. There was no significant interaction found when comparing the interaction of Master Principal Phase and School Level. When placed together, Master Principal Phase and School Level did not affect the stakeholders' perceptions of the principal's leadership on ISLLC Standard 5, and the null hypothesis could not be rejected for the interaction effect. Analyzing the main effect of Master Principal Phase showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 5, and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in Phase I versus

principals in Phase II showed somewhat unevenness in stakeholders' perceptions regarding the principals demonstrating effective leadership in regard to ISLLC Standard 5. Principals in Phase I received a lower scale score mean indicating that their stakeholders somewhat disagreed that Phase I principals demonstrated leadership effectiveness, while principals in Phase II received a higher scale score mean indicating that their stakeholders also somewhat disagreed that Phase II principals demonstrated leadership effectiveness in regard to ISLLC Standard 5. Analyzing the main effect of School Level showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 5, and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in elementary versus secondary schools showed unevenness in stakeholders' perceptions regarding the principals demonstrating effective leadership in regard to ISLLC Standard 5. Elementary principals received a lower scale score mean indicating that their stakeholders somewhat disagreed that elementary principals demonstrated leadership effectiveness in ISLLC Standard 5 while secondary principals received a higher scale score mean which also indicating that their stakeholders also somewhat disagreed that secondary principals demonstrated leadership effectiveness in regard to ISLLC Standard 5.

Hypothesis 6

Hypothesis 6, as revised, stated that no significant difference will exist by School Level of stakeholder perceptions of their principals' leadership effectiveness in meeting ISLLC Standard 6 between principals who are enrolled in Phase I or Phase II of the Master Principal Program as measured by the LEADS survey. There was no significant interaction found when comparing the interaction of Master Principal Phase and School

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Level. When placed together, Master Principal Phase and School Level did not affect the stakeholders' perceptions of the principal's leadership on ISLLC Standard 6, and the null hypothesis could not be rejected for the interaction effect. Analyzing the main effect of Master Principal Phase showed that there was no significant effect on stakeholders' perceptions of principals' leadership on ISLLC Standard 6, and the null hypothesis could not be rejected for this main effect. Comparing the means of principals in Phase I versus principals in Phase II showed that both sets of principals were regarded fairly evenly with regard to their leadership effectiveness on ISLLC Standard 6. Principals in Phase I received a slightly lower scale score mean indicating that their stakeholders somewhat agreed that Phase I principals demonstrated leadership effectiveness, and principals in Phase II received a slightly higher scale score mean indicating that their stakeholders also somewhat agreed that Phase II principals demonstrated leadership effectiveness in regard to ISLLC Standard 6. Analyzing the main effect of School Level showed that there was no significant effect on stakeholders' perceptions of principals' leadership effectiveness on ISLLC Standard 6 and the null hypothesis could not be rejected for this effect either. Comparing the means of principals in elementary versus secondary schools showed that both sets of principals were regarded as demonstrating effective leadership in regard to ISLLC Standard 6. However, elementary principals received a slightly lower scale score mean indicating that their stakeholders agreed more strongly that elementary principals demonstrated leadership effectiveness while secondary principals received a slightly higher scale score mean indicating that their stakeholders somewhat agreed that they demonstrated leadership effectiveness in regard to ISLLC Standard 6.

Implications

Interpreting these results requires a review of the literature reviewed in Chapter II of this dissertation. Most studies found that differences in teacher's perceptions of principal's leadership effectiveness existed between elementary and secondary levels (Louis et al., 2010). Studies of the Master Principal Institute indicated that the Master Principal Institute improved stakeholders' perceptions of principals' leadership effectiveness of the principals who attended (Bengston et al., 2012). The development of the ISLLC 2008 Standards provided a uniform set of leadership standards to train principals and a guide to developing an evaluation tool to measure principals' leadership effectiveness. The Master Principal Institute provided job-embedded leadership training to develop and strengthened principals' leadership effectiveness regarding the ISLLC 2008 Standards. School Level was shown to influence stakeholders' perceptions of principals' leadership effectiveness in the areas of establishing a vision/mission for the school as well as instructional leadership. However, the Phase of Master Principal Institute as a main effect did not significantly impact stakeholders' perceptions of principals' leadership effectiveness in any of the six ISLLC 2008 Standards.

School Level was shown to significantly affect elementary teachers' perceptions of their principals' leadership effectiveness in ISLLC Standard 1 and 2. There was a noticeable difference in teachers' perceptions of their principals' leadership effectiveness in ISLLC Standards 3,4,5, and 6 but these differences were not statistically significant in this study. Louis et al. (2010) found that teachers' perceptions and expectations varied between elementary and secondary levels. The researchers determined that variations existed across School Levels in evaluation methods, opportunities for collaboration, and

allowing teacher flexibility in classroom instruction which resulted in elementary teachers valuing their principals' monitoring teaching and learning. The results of this study suggest that teachers of elementary principals held a higher perception of their principals' leadership effectiveness than teachers of secondary principals.

ISLLC Standard 1 addressed the need for principals to lead in establishing a clear vision/mission for their school. Comparing Elementary School Level to Secondary School Level showed that there was a significant difference in the way elementary principals' teachers viewed the principals' leadership effectiveness. Louis et al. (2010) found that structural differences existed between elementary and secondary schools and principals at each level provided leadership differently. In this study, elementary teachers' valued their principals' leadership in establishing a vision/mission more than secondary teachers. The 2004 work of Leithwood et al. (as cited by the Wallace Foundation, 2013) advocated that the focus of the principal should be on improving student learning. This research is further supported by Leithwood et al.'s work in that the mission of a school should be focused on closing the achievement gap and improving student achievement for all students. Fullan (2006) also proposed that principals should develop mission statements with a focus on student learning. One of the sub-components of ISLLC Standard 1 is for the principal to develop a mission/vision for the school collaboratively and, moreover, Mitchell and Castle (2005) advocated that principals facilitate conversations centered on student learning and collaborative teams. Thus, the findings of this study support the research that suggests School Level influences the development of mission/vision centered on student learning. It is difficult to separate the principal establishing a clear mission vision and the principal serving as an instructional

leader. The research points to those two leadership skills being intertwined as they both

hold providing best student learning opportunities as the core concept.

ISLLC Standard 2 addressed the need for principals to lead as an instructional

leader. Comparing the Elementary School Level to Secondary School Level found that

there was a significant difference in the way principals' teachers viewed the principals'

leadership effectiveness, as elementary teachers held a higher perception of their

principal as an instructional leader. These findings corroborate the research which offered

similar findings. Louis et al. (2010) found that elementary teachers in high-performing

schools saw the value of the principal monitoring the classrooms as an instructional

leader and held that their principal was an instructional leader, and secondary teachers did

not see their principal as an instructional leader. Gedick and Bellibas (2015) showed that

elementary teachers valued their principals' instructional leadership. Gedick and Bellibas

further purposed that the structural differences in elementary versus secondary levels

affected which leadership traits teachers at each level valued most. Louis et al. (2010)

established that secondary teachers rated their principals lower in the area of instructional

leadership than did their elementary counterparts. The findings of this study are parallel

with the research findings on teachers' perceptions by School Level as elementary

teachers' perceptions of their principals were higher than those of secondary teachers.

<div align="center">

Recommendations

</div>

Potential for Practice/Policy

This study was conducted with the stakeholders of principals participating in the

Master Principal Institute during a period of one year. While all three phases of the

Master Principal Institute were represented, principals involved in the Master Principal

Institute are practicing new leadership tools about which they recently learned. The need

continues to exist to provide ongoing professional development for principals so they can

facilitate the best student learning opportunities in schools and work with teachers to

enhance student learning opportunities. This study provides findings that have

implications for the development of opportunities and practices in the future in at least

four ways.

First, the Master Principal Institute should continue to analyze the effectiveness of

its program in meeting the specific needs of secondary versus elementary levels. Focused

support by the Master Principal Institute for secondary principals to develop a clear

mission/vision for their schools could help improve teachers' perceptions of secondary

principals' leadership effectiveness. Improvement in this area could be measured by

responses to a similar LEADS survey used by this study and administered to participating

principals' teachers. Annual surveys could be developed by the Master Principal Institute

and administered to participating principals to establish a means for providing feedback

to assist principals in gauging their progress as a leader. This would allow the Master

Principal Institute to provide training opportunities for principals in developing a

mission/vision based on secondary as well as elementary School Levels.

Second, the Master Principal Institute, Arkansas State Department of Education,

and principal training programs should provide specific support to assist secondary

principals in developing their instructional leadership skills. Alignment of such support

programs with current state initiatives should be examined to determine what is needed to

assist principals' leadership development. ForwARd (2015) calls for leadership

development opportunities to develop principals' leadership effectiveness to promote

student learning opportunities. Such support warrants exploration in assisting secondary principals to develop their instructional leadership capacity.

Third, the effects of the Master Principal Institute should be compiled and studied over time for all participants who attended and are still practicing principals. This would provide a rich source of data to draw upon to make better comparisons of the effectiveness of the Master Principal Institute. Each principal wishing to participate could be asked to distribute the modified LEADS survey to their stakeholders to gain a benchmark reading of their leadership effectiveness. Then, they could give the same survey in Phase III Master Principal Program to monitor the growth of their leadership effectiveness. This data would be useful to each principal and would be a source of 360-degree feedback to them. This data could also be collected and analyzed by the Master Principal Institute to determine the effectiveness of their program in the school setting.

Fourth, the Master Principal Program could be offered as part of the beginning principal induction and mentoring program offered by the State of Arkansas. The need to provide differentiated mentoring opportunities to elementary as well as secondary levels could be served by developing cohorts of beginning principals in each level. Mentors for these principals could come from principals who have completed all 3 phases of the Master Principal Institute and are serving in the same School Level as the beginning principals. This would provide high quality and capable mentors for beginning principals and would give an opportunity for the beginning administrators to develop a relationship with successful building principals from across the State of Arkansas. This could provide a rich mentorship for beginning principals as well as help foster uniformity in principals' leadership effectiveness across the ISLLC Standards.

Future Research Implications

The findings in this research study did not show that participation in the Master Principal Institute revealed a difference in the perceptions of stakeholders of principals who participated in the three phases of the Master Principal Institute. However, the findings of this research study showed that School Level provided a difference in the perceptions of stakeholders of principals who participated in the Master Principal Institute. The researcher provides the following suggestions for further studies to be considered:

1. Collect and analyze longitudinal data to evaluate stakeholders' perceptions of principals' leadership effectiveness of all participants in the Master Principal Institute.

2. Develop a study using the effects of School Level and the newly revised ISLLC 2015 Standards to determine stakeholders' perceptions of principals' leadership effectiveness of participants in the Master Principal Institute.

3. Develop a study comparing the effects of geographical regions of the State of Arkansas to determine if differences exist in the perceptions of stakeholders of principals participating in the Master Principal Institute.

4. Perform a study comparing the effects of the Master Principal Institute on student learning measured by student performance data of schools who are led by principals who have graduated from the Master Principal Institute and who have achieved designation as a Master Principal.

5. Develop a mixed study comparing the perceptions of the Master Principal Participants and their stakeholders of principals' leadership effectiveness against student performance.

Principals arguably provide the key difference for student learning opportunities in their schools. Their leadership influence extends into every facet of the school environment as illustrated by the ISLLC 2008 Standards. Leadership effectiveness is influenced by many factors and is developed over time through experience and professional development opportunities. Effective leadership by the school principal is paramount to successful student learning opportunities. Principals must have the opportunities to grow and develop as an effective leader in order best affect student learning.

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APPENDIX

Status of Request for Exemption from IRB Review
(For Board Use Only)

Date: 3/30/16
Proposal Number: 2016-048
Title of Project: Effects of the Master Principal Program by School Type on the Perception of Principals' Leadership Effectiveness
Principal Investigator(s) and Co-Investigator(s): Lewis Villines   lewisvillines@gmail.com

■   Research exempted from IRB review.

☐   Research requires IRB review.

☐   More information is needed before a determination can be made. (See attachment.)

I have reviewed the proposal referenced above and have rendered the decision noted above.
This study has been found to fall under the following exemption(s):

1 ☐   2 ☐   3 ☐   4 ■   5 ☐   6 ☐

In the event that, after this exemption is granted, this research proposal is changed, it may require a review by the full IRB. In such case, a ***Request for Amendment to Approved Research*** form must be completed and submitted.

This exemption is granted for one year from the date of this letter. Renewals will need to be reviewed and granted before expiration.

The IRB reserves the right to observe, review and evaluate this study and its procedures during the course of the study.

Rebecca O. Weaver

Chair
Harding University Institutional Review Board